

# Loyola

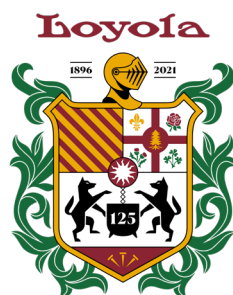


## Loyola High School

### 2021-2022

## Student Handbook

**Loyola High School reserves the right to edit and update this Student Handbook, including modifying the policies, procedures, disciplinary consequences and any other content, at any time without prior notice.**



## WELCOME TO LOYOLA

### OUR MISSION

Loyola is a Jesuit, Catholic school that challenges its young men to become intellectually competent, open to growth, religious, loving and committed to doing justice.

A university-preparatory school, Loyola is committed to the development of the whole person through a comprehensive educational experience of academic excellence, spiritual and religious formation, and extra-curricular involvement.

In the Ignatian spirit of care and concern for the individual, Loyola strives to develop the diverse and unique talents of each member of the Loyola community, and encourages the use of these talents to serve others for the greater glory of God.

### ACADEMIC EXPECTATIONS

In the school's Mission Statement, Loyola is described as a "university-preparatory school." This means that Loyola is committed to academic excellence and provides courses and programs of the highest quality. Students are expected to perform at a high level, to work hard and to complete homework and assignments as required. They must develop a strong work ethic and be self-motivated. As they progress through their five years at Loyola, they are required to develop personal work and study habits that will permit them to become independent learners and help them to be successful at the college and university levels. Students who are unmotivated, who do not complete homework or assignments, who expend minimal effort on their courses and who do not work to their potential academically, may be asked to leave Loyola.

### OUR HISTORY

Loyola's rich history of serving Montreal's English Catholic community spans 125 years. Prior to its establishment as a distinct entity in 1896, Loyola was the English section of Collège Ste-Marie, which was founded in 1848. Loyola claims a long tradition of excellence from the Jesuit Order, founded in 1540 by St. Ignatius of Loyola. To this day, Loyola has remained true to the Jesuit commitment of educating *Men for Others* who are intellectually competent, open to growth, religious, loving and committed to doing justice. In 1916, Loyola College moved to the campus on Sherbrooke Street in the west end of Montreal. The High School was located in the Junior Building, and until 1961, shared the Administration Building and then part of the Central Building. In the Junior Building, surrounded by Gothic architecture, gargoyles, leaded and stained-glass windows and oak moulding, young men began their journey, to become

“Eight-Year Men.” After four years of High School and four years of College, they graduated with university degrees in the Arts or Sciences. In 1961 the era of boarders ended and the High School was located only in the Junior Building. An extension was added in 1968 and a gym was built south of Sherbrooke St. in 1978. In 1992 a new high school building was constructed on the corner of Sherbrooke St. and West Broadway, adjacent to the gym. In 2004, a three-story wing with an atrium was added to the existing building, along West Broadway. In 2005 Loyola’s Centre for the Performing Arts opened. The tradition of excellence has prevailed throughout Loyola’s history. Through the continuity and direction of the Jesuits, the dedication of competent and committed faculty and staff, the generous support of parents, alumni and friends, Loyola continues to be an enduring, vibrant institution of learning. The school remains committed to its mission of developing the whole person, through a comprehensive educational experience of academic excellence, spiritual and religious formation, and extra-curricular involvement in a range of activities from sports to debating, drama to robotics. In the Ignatian spirit of care and concern for the individual, Loyola strives to develop the diverse and unique talents of each member of the Loyola community, and encourages the use of these talents to serve others for the greater glory of God.

## THE LOYOLA COAT OF ARMS

Loyola High School is part of a worldwide network of Jesuit schools — an apostolic family forming young men and women to change the world. The 125th anniversary crest incorporates Loyola, Jesuit and Montréal iconography. The seven maroon bars represent the seven Loyola brothers who distinguished themselves in battle in the 14th century. The family crest includes the two wolves & cauldron. The wolf (lobo) and cauldron (olla) developed into the name of Loyola (lobo y olla). This image speaks to the prosperity and generosity of the Loyola family who, after feeding family, retainers, and soldiers, had food enough to feed the animals. Our generosity is at the root of our mission — ensuring that we remove barriers so that all young people in Montréal have the opportunity to receive a Jesuit education. The Montréal imagery represents our respect for our founding community and its diversity, including our Indigenous brothers and sisters. The sunburst, representing the Society of Jesus, rests at the center of who we are and what makes us unique. Everyone in our Loyola community, directly or indirectly, has been shaped or inspired by the Spiritual Exercises of St. Ignatius. The three nails, a symbol adopted by the Jesuits, place our foundation in Jesus Christ and point to His ultimate sacrifice as an example of the love and commitment we have for the human family. The wreath represents new life, resurrection, and the hope of eternal life. It is this hope in the resurrection that continues to push us forward, always dreaming, changing, evolving, and loving. The helm traditionally points to the left. However, Loyola’s 125th anniversary is about embracing our past and looking to our future. Thus our helm points to the right — toward the future. Loyola is looking to a bright future of inclusion, missional transformation, and authentic reconciliation.

## LOYOLA: CHARACTERISTICS OF A JESUIT SCHOOL

The goal of Loyola High School is the formation of mature, responsible, Christian adults, in accordance with the tradition of the Catholic Church and the Society of Jesus. This is to be accomplished by the development of the religious and moral, academic and intellectual, social and physical dimensions of its students. Through study, prayer and action, Loyola fosters a knowledge and love of God and man, and a commitment to the Christian service of one’s neighbour. To assist this development, Loyola encourages the formation of a community among its members, to actively contribute to the total Christian formation of each individual. Consequently, every member of the Loyola Community should espouse the ideals that comprise the tradition of Loyola.

## RELIGIOUS AND MORAL

As a Jesuit school, Loyola understands education as more than academics; education involves the formation of the whole person. While this concept is not exclusively Jesuit, it presupposes a particular view of the person. In keeping with the teaching of the Catholic Church, Loyola understands that the person's true value and dignity originate in being created by God and for God. This is the essential meaning and purpose of our existence. With this understanding of humanity, it is impossible to speak of educating the "whole person" without reference to the moral and religious aspects of life. Because of this fundamental understanding, Loyola is committed to helping each member of the Loyola community - students, staff, faculty and parents - explore religious experience in "an environment where Catholic doctrine and values are understood, cherished and fostered." Loyola must also reflect the specifically Jesuit tradition of spirituality that stems from the Spiritual Exercises of St. Ignatius. While this includes establishing a variety of courses and programs that will develop this spirituality, it more essentially means that Loyola must be clearly Christian in all its aspects and "build into the fabric of the school a realistic Christian ethos, which for Jesuit institutions signifies the service of faith and the promotion of justice." Since justice is a virtue central to Christian life and because it is a particular emphasis of Ignatian spirituality, Loyola is committed to sensitizing its members to local and global issues of justice. No student should graduate from the school without an awareness of the issues that face our society and our world. Loyola students should understand and be committed to the challenge of using their "talents and energies to address these problems in a Christian way." The value of service and the promotion of justice should not be understood solely in an academic manner. Prior to graduation, all students at Loyola participate in some form of a supervised service program, to help them discover experientially, the human and religious significance of Christian service. Seeking to become part of the Loyola community as a student, parent, faculty or staff member, implies a commitment to explore, uphold and promote the moral and religious values that are an essential part of Loyola's identity.

*"Loyola is committed to sensitizing its members to local and global issues of justice"*

## ACADEMIC AND INTELLECTUAL

Loyola High School encourages each student to strive for academic excellence and to pursue his intellectual development to the full measure of his personal talents. Academic excellence involves much more than receiving satisfactory grades on a challenging curriculum. Loyola's commitment is to promote active, life-long learning and to challenge its students to "go beyond mastery of the basic skills, to encourage creativity, to cultivate the faculty of imagination, and to guide students to function as inquirers and problem-solvers through analysis, synthesis and evaluation." Loyola will lead students to explore the "harmony and inter-relations among diverse intellectual and academic disciplines, and to develop an active concern for, and awareness of, social developments in their lives in Quebec, in Canada and in the world."

## SOCIAL AND PHYSICAL

"Integral growth of the students, including growth in grace and the spiritual life, is not possible without personal relationships among friends. Loyola will provide opportunities for its students to meet informally and to learn how to use their leisure in a variety of social functions where they associate with their peers (both boys and girls) and with adults. Loyola strives to be a school that is well disciplined, by encouraging among its students a spirit of self-discipline. While the School ensures respect for its rules, it equally ensures that, in enforcement of those rules, the dignity of all concerned, students, parents and teachers, as well as the welfare of the general student body, is always respected. Loyola's Physical Education and Athletic programs strive to instill in the students, respect for their persons, and trains them to

care for their physical health. The emphasis is to have all students participate in, and be exposed to, the benefits of regular exercise and proper nutrition. The athletic and sports programs, whether competitive or not, should encompass these ends as part of their objectives.”

## COMMUNITY

Loyola High School aims to be an academic Christian community, embracing administrators, faculty, staff, students, parents, alumni and associates. To encourage, build and maintain this community Loyola cultivates a spirit of openness and trust. It develops processes of decision-making that allow and invite the members of the community to assume an “appropriate measure of responsibility for the continuing life of the School.” Loyola helps parents, who are the primary educators of their children, explore their own faith experience, and works with them in developing the religious, intellectual and social growth of their children. Since members of the alumni are an integral part of its community, Loyola will strive to maintain close ties and to “seek ways to benefit from their experiences and to aid their personal and religious growth.” Loyola also has a responsibility to use its resources responsibly, for the benefit of those who are in greatest need within the community, and in the broader community. To attain these objectives and ideals, each member of the Loyola family pledges to work together with the person of Jesus, whose work we do, and “whose spirit, working in us, can accomplish far more than we can ever hope or imagine.” (Eph.3:20)

(Loyola High School Statement of Identity)

## GRAD AT GRAD

### I. Open to Growth

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

- Have explored all areas of the school community (academic, spiritual and co-curricular).
- Demonstrate an emerging openness to learn from a wide variety of experiences and sources and exercise a growing tolerance and respect for those with divergent points of view.
- Demonstrate a commitment to the pursuit of excellence in academic, spiritual, and co-curricular areas, realizing that learning is an on-going process worthy of a life-long commitment.
- Reflect on his life experiences by recognizing talents and gifts, accepting challenges, learning from success and failure, and finding success through tenacity, commitment and accountability.
- Speak honestly and persuasively, accept criticism with emotional maturity, and maintain a focus guided by the ethical values derived from our Catholic faith and Ignatian heritage.
- Demonstrate leadership skills, including integrity, vision, creativity, a moral work ethic, self-discipline, and the ability to gain trust as a leader of others.

### II. Intellectually Competent

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

- Demonstrate the ability to think critically, act creatively, analyze and solve problems in a variety of disciplines, and apply these skills in everyday life.
- Demonstrate effective written, oral, technological, and collaborative communication skills necessary

for successfully pursuing an advanced education.

- Demonstrate the ability to analyze and synthesize information from a wide range of sources and to apply that information when evaluating issues of contemporary life.
- Demonstrate time management skills, dedication, and work ethic through challenging academic programs and rigorous co-curricular participation.
- Demonstrate evidence of original authorship and academic integrity.

### **III. Religious**

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

- Demonstrate a knowledge of the Church's teaching about Jesus Christ and His mission as well as the sacramental expressions of that mission.
- Demonstrate an understanding of the relationship between faith in Jesus (the model for being a "man for others") and being a "man for others" that manifests itself through community service and a commitment to social justice.
- Evaluate moral choices and issues based on a well-informed conscience.
- Be aware that he models God's love and acts with faith recognizing that his actions have consequences that go beyond self.
- Continue to develop an awareness of other religions and a respect for their beliefs.
- Continue to grow in spirituality and develop an ability to articulate and reflect upon one's own faith.
- Make a connection between personal faith and active community worship through participation in campus ministry programs.

### **IV. Loving**

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

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

### **V. Committed to Justice**

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

- Exercise a value system influenced by Scriptural values and thus be able to confront the complexities of social issues and moral ambiguities promoted by contemporary culture.
- Articulate the connection between faith and commitment to building a just society.

- Recognize the global nature of many social problems and the responsibility to address these problems for the benefit of the human community.
- Recognize the value of community service and develop a sense of social responsibility guided by compassion, confidence and accountability.

## CAMPUS MINISTRY

**A**s a Jesuit Catholic High School, Loyola strongly emphasizes the spiritual life of its members. The religious and pastoral programs are intended to complement and support the Catholic upbringing that students receive in their homes and parishes. Loyola provides several resources and programs to support the student in his religious and spiritual growth: Kairos retreats, grade level retreats, religious observances, daily religious services and other special programs concerning the spiritual life of the school community. They are intended to provide a consistent spiritual foundation for our students so that, by the time they graduate, they are in touch with their relationship with God and who they are, as Men for Others, in imitation of the primary Man for Others, Jesus Christ. The hope is that this spiritual formation will help form and sustain students who are: open to growth, religious, intellectually competent, loving, committed to doing justice.

### CAMPUS MINISTRY

The Campus Minister coordinates the religious and liturgical life of the school. He/she works with the Chaplain and other members of a campus ministry team to broaden the scope and level of student participation in youth ministry at Loyola. The campus ministry team includes the Campus Minister, Chaplain as well as faculty and staff members responsible for the following areas of the school's religious and pastoral programs: Kairos, Class Retreats, Colombian, Dominican, Belizean and Montreal Experiences, Ignatian Student Leadership Camp, Alpha, school-wide liturgies and paraliturgies.

### CHAPLAIN

The school Chaplain is available to all members of the Loyola High School community: students, staff, faculty, parents and alumni. Apart from providing individual counseling when requested, the Chaplain coordinates the daily morning Masses and works in conjunction with the Campus Minister on all school Masses and liturgies.

### YOUTH MINISTRY TEAM

Youth Ministry is an Alpha-trained student leadership team that functions as facilitators in Campus Ministry activities. Together with the Campus Minister and Chaplain, the Youth Ministry assists in determining effective programming to aid students in their spiritual growth. This senior leadership team is made up of student-athletes, artists, and scientists who find a way to make faith a priority in their busy Loyola schedules. All members of the Youth Ministry team serve as leaders elsewhere in the school - Retreat team, Alpha team, Maroon and White, or the House of Assembly.

### MASS AND THE SACRAMENTS

Since the Liturgy of the Eucharist (Mass) is the primary way Christians encounter Christ in their daily lives, the celebration of Mass occupies a special place in the life of Loyola High School. Mass is celebrated



every school-day in the chapel at 7:45 am. Attendance at daily Mass is optional. Approximately once a month, however, the school celebrates all-school Liturgies in the Father Eric Maclean, S.J. Centre at which attendance is mandatory. The occasions for these Liturgies vary, but they are usually to mark the opening of the school year (the Mass of the Holy Spirit), Mass of Joseph Chiwatenha, Jean de Brébeuf and his Companions; our patron St. Ignatius Loyola, Ash Wednesday, Our Lady, the closing of the school year and graduation. As well, seasonal liturgies are usually held in Advent and Holy Week. Liturgies are also an integral part of every Campus Ministry program. Furthermore, twice a year, in Advent and Lent, students have an opportunity to celebrate the Sacrament of Reconciliation.

## RETREATS

Students at all levels have the opportunity to participate in a retreat each year. These retreats are designed to meet the needs of adolescents and to provide them with an opportunity to more deeply experience their relationship with God, self, others and the world. Through prayer, group activities and discussions, and through the celebration of the Eucharist, students are able to reflect on the meaning and significance of these relationships. Kairos, a Greek word meaning “Christ’s time,” is an optional retreat available to students in Cycle Two-Year Three. This three and a half day retreat is the culmination of the retreat program at Loyola and provides an opportunity for a more in-depth retreat experience. Once per year there is also an optional retreat for the entire Loyola staff.

## SERVICE TO OTHERS

A commitment to justice and service of others is a hallmark of Jesuit education. Throughout the year, in various programs, students are involved in some kind of service work. All student fundraising at Loyola is focused on charity; clubs and teams do not raise money for themselves. Each year during Advent, students sponsor an extensive drive to collect money, food and toys for Christmas baskets. During Lent, the students raise money for student bursaries. Each year the students choose an organization in the Montreal area to benefit from their activities. The Christian Service Program is designed to educate our students to look beyond their own material happiness, to the needs of others. Students at all levels are involved in some form of service work and participate in a more extensive experience in Cycle Two-Year Three. After school and on weekends, Loyola students can be found in youth centers, rest homes, schools for the handicapped, and many other locales, serving the needs of others. All Loyola students are encouraged to participate and contribute to the religious life of the school and are required to: complete the religion courses, participate in the retreat program, attend periodic liturgies celebrated with the school community and demonstrate a public morality, in keeping with the values of the school and of the Catholic Church.

*“A commitment to justice and service of others is a hallmark of Jesuit education”*

## EXPERIENCE WEEK

Experience Week is a cultural-immersion experience in February. Students select from among four destinations: Dominican Republic, Colombia, Belize, and Montreal. Those who select an international destination will live in the homes of local families and will tour neighbourhoods of various economic conditions throughout the week. The immersive nature of the experience means that they will live and work side-by-side with the poor. At the end of each day, the students are given spiritual context through daily masses and group reflections. The programming is entirely organized by local leadership in the communities. The “Montreal Experience” participants will encounter the less fortunate in and around Montreal - the elderly, the poor, and the disabled. Their day will be organized similarly to a regular school day. Instead of going to school each day in the morning, they will go to their placement. Montreal Experience partici-

pants will return to the same placement for the first four days of Experience Week while Friday will be reserved as a day of prayer and reflection in the school.

By putting their first-world lifestyles aside for a week, Experience Week participants learn to develop a greater sense of community and spiritual wealth.

## ACTIVITIES AND SERVICES

### ALL ACTIVITY LETTER

Every year, students participate in many of the activities offered at Loyola. These activities include extra-mural and intra-mural sports, a wide variety of clubs, as well as musical groups and theatre productions. Loyola has always encouraged students to participate in extra-curricular activities and, in order to reward and encourage this participation, has created the All Activity Letter. The All Activity Letter, in existence since the beginning of Loyola's rich history, is an honour bestowed on a graduating student to recognize his participation in athletic and non-athletic activities. Only Cycle Two-Year Three students are eligible to receive this award, which is presented at the graduation ceremony.

### ATHLETIC COMMITMENT AWARDS

Loyola would like to honour the student-athletes who have made a significant commitment to Loyola's interscholastic athletic program with the Scouts' Braves' & Warriors' Clubs. In order to qualify for one of these awards, you must meet the following requirements:

#### Scouts' Club

To be eligible for the Scouts' Club, a student must have participated in one interscholastic sport during his entire Loyola athletic career. (example: 5 years of soccer or 5 years of cross-country)

#### Braves' Club

To be eligible for the Braves' Club, a student must have participated in two interscholastic sports during his entire Loyola athletic career. (example: 5 years of cross-country & 5 years of wrestling)

#### Warriors' Club

To be eligible for the Warriors' Club, a student must have participated in an interscholastic sport during every season during his Loyola athletic career. (example: 5 years of football, 5 years of swimming, 5 years of tennis or 2 years of soccer + 3 years of football, 5 years of hockey, 3 years of rugby + 2 years of tennis)

\*\*NOTE: Pee wee football does qualify as an interscholastic sport due to the jamborees\*\*

\*\*NOTE: Intramural sports do not qualify as interscholastic sports\*\*

### STUDENT ACTIVITIES

To encourage participation in intellectual, cultural and social pursuits, Loyola sponsors a number of clubs and sports activities. In selecting activities, students are reminded that their primary responsibility is academic success. Students should not consider participating in activities that will interfere with their academic success. One or two activities per term are usually more than enough. Clubs and sports are usually scheduled to meet after school from 3 p.m. to 5 p.m. In the case of some of the extra-mural sports, practices are also scheduled on weekends. A student must find out from the moderator or coach what kind of commitment he is asked to make; once he has joined a club or team, he is expected to meet his commitment.

Activities	
Carnival	Dance Committee
Drama	Ed Meagher Sports Tournament
Festival of the Arts	L.S.H.A. (student government)
Maroon and White Society	Peer Tutoring
Remembrance Day	Science Fair
SSX Competition	Stratford
Talent Night	Venture (literary magazine)
Yearbook	

Clubs	
Art	Briscola
Chess	Choir
Concert Band	Creative Arts Society
Debating	Green Club
Jazz Band	Loyola Tournament Darts
Math Club	Media Club
Model United Nations	Newspaper
News Media	Public Speaking
Robotics	Rock Climbing
Scrabble Club	Ski Club
St. Francis Xavier First Friday Club	Table Tennis

## ATHLETICS

Loyola's fully equipped double gymnasium and weight room greatly enhances the quality of physical education and athletic performance. In all athletic activities the emphasis is on physical fitness, sportsmanship and healthy competition.

**Inter-Class:** Two to three times a cycle at lunchtime, Cycle 1 students have the opportunity to participate in an Inter-Class Sports Program. The activities include ultimate football, soccer, basketball, and/or a sport of our choosing depending on the year. The class that accumulates the greatest number of points in these sports receives the Class of the Year Award.

\*Sportsmanship is also part of the point system

**Intra-mural:** Loyola offers students not able to make the school's Extra-mural teams an opportunity to play in an extensive Intra-mural program that includes sports such as peewee football, soccer, basketball, ultimate frisbee and softball.

**Extra-mural:** Loyola competes with other schools in an extensive range of sports: football, soccer, hockey, basketball, track and field, golf, tennis, volleyball, swimming, rugby, wrestling and cross-country running.

## STUDENT HOUSE OF ASSEMBLY

The student government, elected by the student body, offers an opportunity for the development of leadership, decision-making and organizational skills, as well as a forum for student opinion and a channel

for presenting concerns and recommendations to the school administration.

The Student House of Assembly is composed of an Executive Council and the House. While the entire student body elects the President and the Vice President of the Council, these elected executives appoint the other members of the Executive Council to their posts. The members of the House are elected by their respective classes, to serve as Class Presidents and as their representatives in the House.

The Student House of Assembly is primarily concerned with the quality of student life in the school and with encouraging greater involvement of the students in the promotion of the school's aims and objectives. The House of Assembly is responsible for the planning and organizing of all student social activities, either directly or through sub-committees of the House. They carry the budgetary responsibility for the money assigned to them by the Administration and for money earned through social events. They also advise the Administration on matters of concern to the student body.

## **MAROON AND WHITE SOCIETY**

Maroon and White members are chosen at the end of their Cycle Two-Year Two, to serve during their graduating year. Members are selected by a committee of administrators, teachers, and students according to strict standards of achievement and conduct. Candidates for the Maroon and White must have a minimum average of 75% in Cycle Two-Year Two. They must have made a recognizable contribution to school life. They must also have given evidence of assimilating into their lives the values and attitudes that Loyola espouses, especially the sense of service expressed in the phrase, *Men for Others*. The primary responsibility of the Maroon and White Society is to serve as Loyola's ambassadors, to represent, both inside and outside the school, the best qualities of Loyola. In addition, this group represents Loyola at various functions outside the school, as well as assisting with events within the school.

## **RELIGIOUS ACTIVITIES**

In addition to formal religious instruction, there are obligatory and optional religious programs directed toward the spiritual formation of the student. These include the daily celebration of the Eucharist, student retreats, discussion groups, confession and special liturgies at key times in the school year and in the Church's liturgical cycle. Through Loyola's Christian Service Program, students from Cycle One-Year One through Cycle Two-Year Three experience the rewards of helping others, especially society's marginalized, through community service activities.

## **COUNSELLING AND GUIDANCE SERVICES**

In order to provide as much individual support and guidance as possible for our students, Loyola offers academic, learning support, and personal/career counselling services. Each student has an academic advisor from among the faculty/staff to assist him in the selection of courses, the development of good study habits and, if necessary, the overcoming of academic difficulties. Support for individual learning challenges is provided by the Learning Support Coordinator and Technician. Psychological (social/emotional) and spiritual counselling is provided by the Guidance Counsellors, and the School Chaplain.

Students in Secondary Three and Secondary Four are encouraged to meet with a career counsellor to begin the process of making informed choices about C.E.G.E.P. and their future careers. Secondary Five students are urged to meet a career counsellor as an important part of the preparation process for post-secondary education: selection of school/college and program, and the college application process. Students in Secondary Three, Four, and Five should participate in the numerous preparatory events (college visits, class presentations etc.), in order to allow for a smooth and well informed transition from high school to post-secondary education.

## FESTIVAL OF THE ARTS

Each year in May the Festival of the Arts showcases student work in Visual, Media and Performing Arts. The Arts and Humanities Ignatian Awards are presented at the Festival.

## ATHLETICS AT LOYOLA

*Loyola's Physical Education and Athletic programs strive to instill in the students, respect for their persons, and trains them to care for their physical health. The emphasis is to have all students participate in, and be exposed to, the benefits of regular exercise and proper nutrition. The athletic and sports programs, whether competitive or not, should encompass these ends as part of their objectives. "Loyola High School Statement of Identity"*

### SPORTS TEAMS

#### Intra-Mural Sports

Intra-Mural sports are a long-standing tradition at Loyola, dating back to the 1950s. The League provides an opportunity for all students, no matter their athletic ability, to play sports with one goal in mind - to have fun! Intra-Mural sports are played over three seasons: Fall (September-October), Winter (November-February) and Spring (April-May).

Intra-Mural Sports	
Junior	Senior
Pee Wee Football	Basketball
Hockey	Hockey
Softball	Soccer
	Ultimate Frisbee

#### Inter-Scholastic Sports

These are the teams that represent Loyola in competition with other schools. These teams are competitive and are intended for those students who have above-average ability in the respective sport.

Inter-Scholastic Sports		
Badminton	Hockey Pee Wee D1 & D2	Swimming
Baseball	Hockey Bantam D1 & D2	Tennis
Basketball Bantam D1 & D2	Hockey Juvenile D1, D2 & D3	Track & Field
Basketball Midget D1 & D2	Rugby Bantam	Volleyball Bantam
Basketball Juvenile D1 & D2	Rugby Midget	Volleyball Midget
Cross Country Running	Rugby Juvenile	Volleyball Juvenile
Football Cadet	Soccer Bantam D1 & D2	Wrestling
Football Juvenile	Soccer Midget D1 & D2	
Golf	Soccer Juvenile	

## SPORTS SEASONS

Information regarding ELIGIBILITY PRACTICE TIME and DURATION OF THE SEASON will be given at the time of try-outs.

Fall Sports Season	Winter Sports Season	Spring Sports Season
Cross Country Running	Badminton	Baseball
Football Pee Wee	Basketball Bantam	Rugby Bantam
Football Cadet	Basketball Midget	Rugby Midget
Football Juvenile	Basketball Juvenile	Rugby Juvenile
Golf	Hockey Pee Wee	Tennis
Soccer Bantam	Hockey Bantam	Track & Field
Soccer Midget	Hockey Juvenile	
Soccer Juvenile	Swimming	
Volleyball Bantam	Wrestling	
Volleyball Midget		
Volleyball Juvenile		

## GYMNASIUM - STUDENT REGULATIONS

### GYMNASIUM

- In the gym, clean, dry, non-marking shoes must be worn at all times.
- Street shoes are not permitted in the gym.
- Phys. Ed. uniforms must be worn for all classes.
- Appropriate apparel must be used for all practices.
- School clothes, dirty or torn clothing are not permitted at practices.
- Students may not use the gym unless supervised by a teacher.
- No food or drink is permitted in the gym (exception - water for games).
- Students may not remove any ball or equipment from the gym.

### THE GOLDEN RULES FOR GYMNASIUM USE

- If you open it, close it.
- If you unlock it, lock it up.
- If you turn it on, turn it off.
- If you move it, put it back where it belongs.
- If you want to borrow it, ask permission first.
- If you borrow it, return it.
- If you make a mess, clean it up.
- If you break it, admit it.
- If you are the last one in the building, please turn off the lights and lock the doors.

### PHYS. ED. OFFICE

Students are only permitted in the storage area when they are supervised by a teacher. Doors are to be closed once equipment has been taken out.

Equipment and balls are to be returned to their proper place when they are no longer in use. Students are not permitted to play, loiter, or use any equipment inside the storage area.

## **WEIGHT ROOM**

Students may use the weight room only when accompanied by a responsible, qualified adult. After use, all equipment must be returned to its proper place.

## **JOGGING TRACK**

Students may use the track only when accompanied by an adult. Students are not permitted to play tag on or around the track. No balls are permitted on the track.

## **HOCKEY DRESSING ROOMS**

Hockey dressing rooms are open to players prior to games and practices only. They are not to be used as a lounge.

## **LOCKER ROOMS**

Students are not to use the gym locker rooms as a play area. When it rains, or in the winter when boots and shoes are wet or muddy, students are instructed to enter the building by the back door (north east door) and proceed directly to the locker room.

## **FIRE ALARM**

When the fire alarm rings, all students in the gym building proceed quietly and quickly to the Concordia game field. In winter and in inclement weather, the backup locations are, in order: 1- Ed Meagher Arena, 2- St. Ignatius Church.

Students line up by class for roll call. No one is to return inside until permission is given by the supervising teacher.

## **EXTRA-CURRICULAR ACTIVITY POLICY**

Loyola has an extensive extra-curricular activity program and encourages participation in intellectual, cultural, social and religious pursuits. Loyola sponsors a number of clubs and sports. Students should not consider participating in activities that will interfere with their academic success. One or two activities per term are usually more than enough. A student must find out from the moderator or coach what kind of commitment he is asked to make; once he has joined a club or team, he is expected to meet his COMMITMENT. The concern is that the student learns the importance of honouring the commitments he makes. This includes commitments made to outside teams. If playing on a Loyola team means that a student must dishonour his outside commitment, then the student should choose between the activities.

Experience has shown that it is impractical and unmanageable for a student to participate in too many activities, whether at Loyola or outside. Doing so forces the student to divide his loyalties, limits his ability to perform his best, and inevitably has a detrimental impact on his health, his grades and even his relationships. Past experience has shown that when a student becomes overwhelmed, the Loyola activity is often abandoned ahead of an outside activity. Loyola has formulated the following rule to prevent such situations from happening.

In athletics, the Loyola student is required in certain cases to choose between the extra-curricular program offered at Loyola and outside programs that are available to him. However, at the Peewee hockey division 2 level, a student has the option to participate on both a Loyola team and an outside team, provided that priority\* be given to the Loyola activity. \*\*

The rule is intended to promote a sense of LOYALTY and COMMITMENT and to bolster team morale. IF A STUDENT MAKES A DELIBERATE DECISION TO PARTICIPATE IN AN OUTSIDE ACTIVITY AFTER HE HAS MADE A COMMITMENT TO THE LOYOLA PROGRAM, HE IS LIABLE TO INCUR UP TO ONE YEAR / 365 DAY SUSPENSION FROM OTHER EXTRA-CURRICULAR ACTIVITIES (I.E., LOYOLA SPORTS & CLUBS)

Examples:

- If a student, playing hockey for Loyola and an outside basketball team chooses to miss a league game for an outside practice, league game or tournament game, he is liable to incur a suspension from other extra-curricular activities for up to one year.
- If a student, playing basketball for Loyola and outside hockey, chooses to miss a GMAA league game or a game in the Ed Meagher Sports Tournament for an outside hockey practice, league game, or tournament game, he is liable to incur a suspension from other extra-curricular activities.
- A student whose over-involvement forces him to choose his outside activity over the Loyola activity will be liable to incur a suspension from other extra-curricular activities.

Should a student miss class for an extra-curricular activity, he is responsible for making alternative arrangements to make up the work, attend extra help, etc. so that he does not fall behind.

Teachers must receive requests from students at least 48-hours in advance in order for a student to miss class for extra-curricular activities.

\*Priority is understood to mean that Loyola league games and Ed Meagher Sports Tournament games take precedence over involvement in outside activities. The consequences for students who miss practices, tournament games, exhibition games, meetings, rehearsals, etc. will be outlined by the coach or moderator at the beginning of the activity.

\*\*A schedule for the outside team or activity must be provided to the Loyola coach or moderator at the beginning of the season.

**If students or parents have any questions or concerns about the Extra-curricular Activity Commitment rule, they are encouraged to contact the Director of Athletics, Mr. Phil Lafave (lafavep@loyola.ca).**



# ACADEMIC POLICIES



**A**cademic Expectations: In the school's Mission Statement, Loyola is described as a "university-preparatory school." This means that Loyola is committed to academic excellence and provides courses and programs of the highest quality. Students are expected to perform at a high level, to work hard and to complete homework and assignments as required. They must develop a strong work ethic and be self-motivated. As they progress through their five years at Loyola, they are required to develop personal work and study habits that will permit them to become independent learners that, in turn, will help them to be successful at the college and university levels. Students who are unmotivated, who do not complete homework or assignments, who expend minimal effort on their courses and who do not work to their potential academically, may be asked to leave Loyola.

## ADMISSION

Criteria for admission to Loyola High School include the successful completion of an Entrance Exam, family commitment to Jesuit education, satisfactory Elementary School reports, and a personal interview. A student may be admitted to Loyola in the Upper School, space permitting. The student must have been successfully following a university-preparatory program similar to Loyola's. More detailed information is available from the Admissions Office.

## CHEATING

Teachers and supervisors are always vigilant in moderating student behaviour in the areas of plagiarism, cheating and copying of homework.

Any attempt to represent as one's own work, the work of another, is an act of academic dishonesty that will incur both academic and disciplinary penalties.

For any act of cheating, attempted cheating, or plagiarism, or for anyone who facilitates cheating, the teacher will assign a grade of zero. Depending on the weight attached to the particular homework, quiz, test, exam, or paper, the zero may result in a student failing the course.

In addition to the academic penalties listed above, disciplinary sanctions such as detention, suspension, or even expulsion may also be imposed for academic dishonesty. Repeat occurrences will make the student liable to expulsion.

It is the student's responsibility to ensure that he has the authorized material (the correct type of dictionary, calculator ...) and to remain silent during the test or exam. Possession of unauthorized material, or communication of any kind without permission from the supervisor also constitutes cheating. All transgressions will be immediately reported to the Vice-Principal of Discipline's Office and a minimum of a yellow sheet will be issued.

Often, students feel that if they are not caught cheating, it is acceptable behavior. This type of thinking is completely against the expectation of honesty, integrity and respect Loyola stands for.

## COURSE CHANGES

Course changes (Options) are permitted at the beginning of the school year in accordance with the deadline published on the school calendar. The Academic Vice-Principals must approve all course changes. Homeroom or non-Option course changes are not permitted.

## GRADING AND EVALUATION

The subject grade is determined by a weighted average of the subject competencies. Some courses have more than one competency whose weighting is described in individual course outlines according to the “Ministère de l’Éducation et de l’Enseignement supérieur” (MEES) requirements. In order to pass a subject, a student must obtain a final grade of 60% or higher. As has been our custom, a student may not carry more than one failure at the beginning of any school year.

## TESTS

- During the school year, teachers give occasional tests and quizzes.
- A student who knows that he will be absent for a test, must inform his teacher in advance in order to schedule a date and time to write the missed test.
- A student who is absent because of an illness or for unexpected reasons, is required to write the missed test on the first day back in school following his absence, regardless if he has that class scheduled on that day. The student, upon his return, must see his teacher to determine the time and location of the test.
- The consequence for an unauthorized absence, or a student failing to meet his responsibility for the scheduling of a missed test, may be a late penalty or a grade of zero.

## EXAMINATIONS

- In the school calendar, exam days are set aside for formal in-house exams in December and June.
- When a student is absent for an exam, parents must phone the school by 8:30 a.m. to inform the office. In the case of illness, a note from the doctor is required.
- Students missing exams may be required to write a make-up exam during the next formal exam period.
- Students in Cycle Two-Year Three should take note that missing exams in the June exam period may delay them from receiving their Loyola diploma until they have successfully completed the make-up exam(s) at the end of summer school.
- Any unexcused absence from an exam will result in a grade of zero. **Missing an exam in order to leave early for vacation is not a valid excuse.**

Corrected exam papers are kept by the school and accessible only to the student.

## FAILURES

- A general average below 65% at the end of each year is considered a failure.
- Any grade below 60% in a specific subject at the end of each year is considered a failed subject.
- Students who do not maintain this general average, or who carry more than one failed subject, will be asked to leave Loyola.

## GRADING

- Report cards are graded numerically, except for the Progress Report issued in November and April.
- Grades recorded on the report cards in January and June, are the result of class work, quizzes, tests, assignments, projects and homework in each subject.

- Included on the final report card is a Summary Mark. This mark combines the results of both terms. The percentage ascribed to each term is 40% for term 1, and 60% for term 2.
- Cross-Curricular Competencies are included at the end of the report cards. These are for informational purposes only and are not calculated as part of the students' term marks.

## HONOURS

- Students who attain Honours standings in the June Summary mark have their names published on the "Honours Board" (main corridor).
- A student who attains 90% or higher attains First Honours.
- A student who attains between 80% and 90% attains Second Honours (rounded to the whole number).

## LOYOLA GRADUATION REQUIREMENTS:

### HIGH SCHOOL LEAVING REQUIREMENTS

In order to graduate from High School, students must attain a SSD (Secondary School Diploma) granted by the "Ministère de l'Éducation et de l'Enseignement supérieur" (MEES).

To be eligible for an SSD, students require 54 credits at the Cycle Two-Year Two and Cycle Two-Year Three levels; among those credits, there must be at least 20 credits at the Cycle Two-Year Three level. Of these credits, the following courses are compulsory:

- 1) 6 credits in Cycle Two-Year Three English
- 2) 4 credits in Cycle Two-Year Three French Second Language
- 3) 4 credits in Cycle Two-Year Two Mathematics
- 4) 4 credits in Cycle Two-Year Two History and Citizenship Education
- 5) 6 credits in Cycle Two-Year Two Applied Science and Technology
- 6) 2 credits in Cycle Two-Year Two Arts Education (Fine Arts, Music, Drama)
- 7) 2 credits in Cycle Two-Year Three Ethics and Religious Culture OR Physical Education and Health

### LOYOLA DIPLOMA REQUIREMENTS

In addition to the Quebec High School Leaving Certificate, Loyola offers its own diploma.

- The student must maintain a minimum 65% average.
- The student must obtain a minimum of 60% in all subjects.
- The student may not carry more than one failed subject. The failed subject may not be Cycle Two-Year Two or Cycle Two-Year Three English, or French.
- Further to the academic requirements, and equally as important, the student must demonstrate such virtues as honesty, trustworthiness, and moral worth, as well as, a deep understanding of the Graduate at Graduation.
- The student must successfully complete 24 hours of community service. (See "Christian Service Program")
- If, upon completion of Cycle Two-Year Three, the student has not met the requirements for the Loyola Diploma, he may still be eligible for the Quebec High School Leaving Certificate.

### C.E.G.E.P. REQUIREMENTS

In order to be admitted to CEGEP, students must have completed the requirements for a Secondary School Diploma. They must also meet the requirements of the college concerned and the specific mark

minimum of the chosen program.

For information on Post-Secondary options and events please visit the following webpage: <https://loyola.ca/students/guidance/career-college-counselling>

## **PROMOTION**

In order to be promoted to the next grade level, a student must have a general average of 65% or better. A student is not eligible for promotion if he has more than one failed subject.

## **REPORT CARDS**

Report Cards are posted via the Parent and Student Portals as noted on the school calendar. Parents have the opportunity to make appointments with specific teachers upon receipt of Report Cards.

- Interim Reports may be sent home periodically to ensure that parents are aware of a student's progress.

## **SUPPLEMENTAL EXAMS**

- Students who have failed a subject(s) must write a Supplemental Exam(s). This exam(s) must be written during the summer, in conjunction with Summer School exams, in January, or, at the latest, during the following July Summer School Exam Session.
- If a student fails the exam, he may re-write it. If he does not complete the exam successfully within one year, the grade will be marked as a permanent failure. Supplemental exams can be used to raise a failing mark to a passing mark. They cannot be used to change a student's eligibility to take enriched Mathematics in Cycle Two-Year Two
- Students are not eligible for promotion if they have more than one failed subject and, in the case of students in Cycle Two-Year Three, students will not be eligible for the Loyola Diploma.

## **HOMEWORK/ASSIGNMENTS**

- Homework includes written assignments, reading, projects, study and review. Students who wish to do well must apply themselves conscientiously and consistently. Students are expected to work independently at home, and pace themselves to meet deadlines.
- A student is expected to work to his potential academically. Homework is expected to be done within the requirements of the respective courses.
- A student who knows that he will be absent for a class must inform his teacher in advance in order to obtain the homework. This includes a student who is dismissed early for a game, activity or appointment. A student who has homework due for a class that will be missed is required to submit his homework on time.
- A student who is absent because of illness or for unexpected reasons should contact a classmate or email his teacher to obtain the assigned homework or upcoming evaluation dates. If this is not possible, the student must obtain the missed homework on his first day back in school following his absence. A student who has homework due during his absence is required to submit his homework according to his teacher's policy.
- The consequence for a student who does not meet his homework responsibility may be a late penalty or a grade of zero. Students may also be required to attend Academic Jug.

## **RECOMMENDED HOMEWORK TIME**

The following are suggested times, which may vary during certain periods in the school year:

Secondary I - 45 minutes to 1 hour per day

Secondary II - 1 hour to 1.5 hours per day  
Secondary III - 1.5 hours to 2 hours per day  
Secondary IV - 2 hours to 2.5 hours per day  
Secondary V - 2.5 hours per day

Holidays are a necessary break for students from schoolwork. Reading is the only homework students could be assigned during Christmas, Spring Break and Summer Vacation.

## SUMMER SCHOOL

- Loyola Summer School is a privilege that, may, or may not, be accorded to a student and is dependent on his effort throughout the school year. Summer school results will not affect a student's academic placement in an upcoming year. The Principal may or may not use the results to help determine if a student returns to Loyola.
- A student who fails his general average, or a specific subject, may be given the opportunity to attend Summer School.
- For students who have a failing average, the successful completion of summer school exams might raise their general average to a passing level of 65%. The general average will not be raised above this level.
- For students who have a failing mark in one or more subjects, but have a passing general average, the successful completion of the exam(s) will be noted on the student transcript but will have no bearing on the general average, i.e., it will not change the final average which was on the June Report Card.
- Details pertaining to Registration Date, scheduling and fees for Summer School, are emailed out in June.
- If a student fails the exam, he may re-write it. If he does not complete the exam successfully within one year, the grade will be marked as a permanent failure. Supplemental exams can be used to raise a failing mark to a passing mark. They cannot be used to change a student's eligibility to take enriched Mathematics in Cycle Two-Year Two.
- If a supplemental exam is not appropriate for the failed course, the subject teacher will provide an alternate evaluation approved by the Academic Vice-Principal. This will be coordinated through the Summer School office.
- Students are not eligible for promotion if they have more than one failed subject and, in the case of students in Cycle Two-Year Three, students will not be eligible for the Loyola Diploma.

## STUDENT REGULATIONS

**T**he word "JUG" comes from the Latin "Jugum", which means "yoke". A yoke keeps one under control and on the right path. An outline of the progressive levels of discipline at Loyola:

### TEACHER DETENTIONS (JUGS) USED FOR MINOR IN-CLASS OFFENSES

These offenses do not appear on a student's permanent record but are reported to the Vice-Principal of Discipline.

## PROCEDURAL JUG

At Procedural Jug students will sit quietly for a specified period of time. Students will receive Procedural Jug for the following:

- Not responding to Bulletin / Email Requests
- Dress and Grooming Code
- Lates

## OFFICE DETENTION (JUGS) USED FOR MORE SERIOUS OFFENSES

These detentions generally involve disrespect and repeated offenses. They appear on a student's permanent record and in a separate disciplinary file, and are administered by the Vice-Principal of Discipline's Office.

## STUDENT CHARGE SHEETS (YELLOW SHEETS)

Yellow Sheets are used for serious offenses, generally involving disrespect or dishonesty. A yellow sheet describing the offense is sent home and signed by the parents. A copy is kept on file and referred to in determining whether a student will remain at Loyola.

## SUSPENSION

A suspension, from class and extra-curricular activities, is the result of a very serious offense, generally involving serious disrespect, academic dishonesty, violence, theft, racism or use of controlled substances. There are both in-school and at-home suspensions as determined by the Vice-Principal of Discipline. Multiple suspensions in one school year generally result in expulsion. Suspensions may be for one or more days or for an extended period of time in special circumstances.

## EXPULSION

Expulsion occurs when a student repeatedly demonstrates he cannot respect the Loyola rules, OR when the gravity of a situation is such that the administration feels that a student is no longer welcome to a Loyola education.

More specifically, students may be asked to leave Loyola High School for an egregious disciplinary incident that damages the school community. Although a student's past is taken into account during any decision, a student can be recommended for expulsion, at any point during the school year, at the discretion of the Principal and members of the Administration.

For academic purposes, any student that fails two or more courses or has an overall average below 65% may be asked to leave Loyola High School at the end of the year. Students who are unable to manage the academic workload, for a multitude of reasons, may be asked to find an academic environment that better suits their needs.

## ABSENCES

### GENERAL ABSENCES

- **Students with a high rate of absenteeism, where teachers are not able to offer an accurate evaluation, are at risk of: failing their courses, having to attend summer school, repeating the year or having to withdraw from the school.**
- **When a student is absent, parents must phone the school by 9:00 a.m. to inform the Office.** Parents are not to Fax, email, or leave voicemails to individual teachers to inform the school of a student's absence.

- **Students who are absent at the beginning of the day, due to appointments, must have a note from a doctor or dentist's office.**
- When an absence is anticipated, parents should provide written notification to the Office in advance. **A phone call does not replace a note.**
- Parents and students are asked to consult the school calendar to **avoid scheduling any appointments during period 6 on a “No Early Dismissal” day.**
- In the case where there are an unusually high number of absences, a student may be asked to present a doctor's note or certificate.
- **If a student must leave during the school day (e.g. injury, feeling ill, etc.), he must inform the Office.** Failure to do so will constitute skipping class. The student, upon his return to school, must also bring in a note from home.
- Late Starts: Any student who is late during a scheduled late start, without proper documentation, will receive an Office Jug rather than a Procedural Jug.

#### UNAUTHORIZED ABSENCES

- Loyola recognizes the rights and responsibilities of parents to excuse a student from attending school when they deem it necessary. In most cases, Loyola supports these decisions; nevertheless, unless there is prior consultation, Loyola sets up and enforces rules to make the student accountable for attendance, and will judge, in certain cases, parental permission notwithstanding, whether non-attendance is authorized or unauthorized, and whether the student needs to make up the time.
- The responsibility for a student's regular attendance at school rests with parents. Parents who allow their sons to absent themselves for activities such as vacations, sporting events, etc. must not expect teachers to provide make-up work, special assistance, or extensions for overdue work or tests. Missed work, tests and exams may result in a late penalty or a grade of zero.
- Family travel during the school year is strongly discouraged.
- Absences involving studying, finishing projects, or staying home to rest because of over-doing activities are deemed unauthorized absences and may incur a late penalty or a grade of zero for any work and/or tests missed. Also, students will be required to make up time missed in Jug (one Jug for every class missed).

#### CONCUSSIONS

- Parents are required to inform the Office and **provide a doctor's note** in the event their son incurs a concussion while in school or during a non-school activity (the note should outline the necessary procedures and recommendations, as prescribed by a doctor, for both student and teachers to follow in order to assist in the recovery back to 'normal' health and regular school life).
- Upon recovery, students are expected to **complete all missed schoolwork** within a “realistic” time frame, as set by both student and Vice Principals.
- It is also expected that a student provide a **written note from his parents or a doctor**, stipulating that he has fully recovered and is permitted to engage in all school life and activities.
- Students must have resumed their academic routines and responsibilities prior to resuming any athletics.

#### ACADEMIC JUG

- Academic Jug is from 3:15 p.m. to 4:15 p.m. every day.
- Students who fail to complete their assigned homework may be required to attend Academic Jug. A student who receives an Academic Jug from a teacher is to report to the Academic Jug Room on the day he receives the Academic Jug.

- Academic Jug takes priority over teacher detentions, Procedural Jug, Office Jug and under normal circumstances, all extra-curricular activities, including sports games.
- Academic Jug may be rescheduled for a valid reason. The Vice-Principal of Academics is the sole judge on what is valid. In such cases, it is the responsibility of the student to see the Vice-Principal of Academics in advance. The normal consequence for rescheduling an Academic Jug is one additional Academic Jug. Skipping Academic Jug will result in an additional Academic Jug, Office Jug and possibly further disciplinary action.

## **ACADEMIC / DISCIPLINE PROBLEMS**

If a student is experiencing academic or disciplinary problems, he and/or his parents should contact the teacher(s) involved. A conference, either personal or by telephone, to review the situation and determine solutions, resolves the problem. Should this procedure not be satisfactory, the student or parent is encouraged to contact the Vice-Principal of Academics or Discipline. Parents are asked to refrain from communicating concerns to staff members through email. Instead, they are asked to arrange for a mutually convenient time to speak with a staff member over the phone or in person.

## **ACCIDENTS**

All accidents of any nature must be reported to the School Office.

## **ALCOHOL**

The possession, use, encouragement to use, or sale of alcohol by a student in the building, on the grounds, during school or student activities, is prohibited. A student who violates this regulation will be immediately suspended and make himself liable to expulsion.

## **ASSEMBLIES AND RETREATS**

Student Assemblies are an integral part of the school day. Attendance, unless otherwise specifically noted, is compulsory. It is expected that a student will give his full support and attention at these Assemblies. Frequent misbehavior may result in a student being liable to detention or even suspension. Skipping a retreat makes a student liable to a failure in Religion.

## **BASEMENT AND GARAGE AREAS**

Students are not permitted in the basement or garage areas. Violators will receive an Office Jug.

## **BETWEEN PERIODS**

Between periods or at lunchtime, students are to wait quietly outside their assigned rooms. When classes are in progress, noise distracts teachers and pupils, and disturbs the functioning of the school office.

## **BULLYING / HARASSMENT**

**BULLYING** is when a student causes another student to feel less safe, fearful, or like they are unable to participate in school. Bullying often involves an imbalance of power, and can include physical, verbal, or psychological targeting of a student. Bullying can also happen through communications, including social media.

**HARASSMENT** is when the unwelcomed speech or actions are so severe, pervasive, or targeted at particular people that it hinders the student's ability to get an education, significantly harms their well-being,



substantially interferes with their rights, or intimidates the student.

Bullying and Harassment are not tolerated at Loyola. A student who is caught bullying will receive a minimum of a yellow sheet. The school will remove a student who poisons the family spirit of Loyola with such behaviour.

#### REPORTING of wrongdoing

The term “wrongdoing” is used to refer collectively to any illegal act or inappropriate conduct that goes against the beliefs and values of the Loyola community. Any student who is subject to such act or conduct or who witnesses it must use the normal procedures to report it. If a student witnesses an act that he believes to be illegal or inappropriate, he should speak with the Vice Principal of Discipline about the situation in question. If this is not possible then he should speak with his homeroom teacher, advisor, or guidance counselor.

### **BULLETIN / EMAIL**

- The student is responsible for all information contained in the daily bulletin. It is disrespectful and distracting to talk while the bulletin is being read. Absolute silence is expected.
- A copy of the bulletin is posted outside the main office, and in other locations around the school. It is also posted on the school website.
- Students, who fail to report to the office when asked to do so in the bulletin, or via email, will receive Procedural Jug.
- In an attempt to lessen the disruption to teaching time, the faculty and staff will use e-mail to communicate with students. It is the student’s responsibility to check his email before his lunch hour. Students, who fail to respond to an email, will receive a Procedural Jug.

### **CELL PHONES**

The use of cell phones is **ONLY PERMITTED IN THE GLASSED-IN ENTRANCE LOBBY IN THE GYM** and in the school cafeteria **after school**. The school is not responsible for their loss. If seen or heard outside this area, anywhere in the school (locker areas, hallways, cafeteria, gym, atrium, classrooms ...) at any time (before, during or after school) they will be confiscated. First time offenders will have their phone confiscated for one week; a second offense will result in a month loss and a third offense will result in the loss of the device for the rest of the academic year. Offenders will be dealt with by the Vice-Principal of Discipline. Each offense will result in a Jug.

#### PERSONAL LISTENING AND HANDHELD GAMING DEVICES:

The use of personal listening and handheld gaming devices is **ONLY** permitted in the cafeteria and Atrium. Devices will be confiscated for one week if visible outside of the two permitted areas; repeat offenders will be dealt with by the Vice-Principal of Discipline. Each offense will result in a Jug.

### **EARPHONES/HEAD PHONES**

Earphones and headphones must be removed immediately upon entry into the school building.

### **CHANGED ADDRESS/TELEPHONE NUMBER**

Please notify the Main Office of any change of address and/or telephone number. This information should be provided immediately, not only for the purpose of routine communication, but also for use in the event of an emergency.

## CHEATING, PLAGIARISM, COPYING OF HOMEWORK

Cheating, plagiarism and copying of homework will result in an automatic zero, a Yellow Sheet and a likely suspension. Repeat offenders make themselves liable to expulsion. \*Please refer to “Academic Policies”.

## CLASSROOM BEHAVIOR

- If a teacher is late arriving for class, a member of the Class Executive should report to the Office.
- In the classroom, each student is expected to give his teacher and fellow students the respect to which each is entitled. This means listening to and respecting others, and demonstrating a willingness to participate in activities. **Those students who repeatedly disrespect the rules of the classroom, and take away from the learning of others, will be dealt with seriously.**
- Each student is to respect the classroom, which is his work environment. Defacing desks, chairs or any objects in the classroom is considered vandalism.
- When a student is sent to the office by any teacher, librarian or staff member for disciplinary reasons, that student must report to the Office of the Vice-Principal of Discipline immediately and wait until disciplined.

## COMPUTERS (see TECHNOLOGY)

## CONDUCT AT ATHLETIC EVENTS

Students are encouraged to come out and support school teams. During games, spectators are expected to show sportsmanlike conduct. This means, among other things, that they are not to taunt the opposing team or its fans.

## COOPERATION

Students must give their full cooperation to all members of the High School Faculty and Staff and to the University Security Staff. This means that a student must present his I.D. card to any employee of the High School or University upon request. Students who refuse to present their I.D. when asked, or who do not have their I.D. when asked, may be personally escorted to the Office of the Vice-Principal of Discipline.

## CORRIDORS

When moving from one classroom to another, students must make their way in an orderly manner. Running, roughhousing and the use of devices while moving in the halls is dangerous and prohibited. Inappropriate behavior will result in the minimum of a Procedural Jug.

## DANCES

School dances are sponsored by the Student Council. Students must be prepared to show their I.D. cards at the door. All students and their guests are expected to cooperate and to follow any guidelines circulated prior to a dance. Guests must be signed in. Students are expected to behave in a respectful manner towards others in all social settings. For example: no bullying, grinding, body surfing, inappropriate dress, stealing etc. School discipline is in effect at dances.

## DANGEROUS POSSESSIONS

Any student in possession of dangerous materials will be automatically suspended and liable to expulsion.

## DISCRIMINATION/RACISM

This has never been a problem at Loyola and we wish to keep it that way. Any hint of discrimination/racism will result in serious disciplinary consequences. The possession or use of discriminatory/racist imagery, words or symbols in any form on any medium will result in a Yellow Sheet, a likely suspension and possible expulsion.

## DISHONESTY

In a community atmosphere the ability to trust one another is very important. A student who is dishonest with a faculty or staff member will receive a Yellow Sheet and depending on the extent of the lie may be suspended or even expelled. Being honest and accountable is part of learning and being Open to Growth. Hence, lying to get out of trouble will only make the consequences more severe.

## DRESS AND GROOMING CODE

“The Loyola Dress Code” is one of the traditions that have always distinguished Loyola. We feel that dress is important and has an influence on the welfare of the school and the people who make up the Loyola family. Loyola insists that students comply with both the specifics and the spirit of its dress code. We count on the support of parents in ensuring that the dress code is respected at all times. Students who violate the dress code will receive Procedural Jug. Repeat offenders will receive an Office Jug and those who consistently refuse to comply will be sent home until they comply.

### DRESS CODE: SPECIFICS

#### • What may or may not be worn

Loyola students, unlike those from other private schools, are not required to wear a school uniform. They must, however, conform to a dress code that has been designed to permit them to express their individuality and personal style. This dress code was developed many years ago and was revised recently, after input from faculty, parents and students. The dress code is not optional. By agreeing to send their sons to Loyola, parents are signifying their acceptance of this code and their willingness to assist the school in enforcing its stipulations.

The Loyola Dress Code specifies that only certain types and styles of clothing may be worn in and around the school, travelling to and from school, and in other school situations. Within limits, however, it still leaves plenty of room for variations and choice depending on individual taste. In all cases of dispute or interpretation concerning what may or may not be worn, the Vice-Principal of Discipline is the final arbiter. Our aim is to ensure that our students present a positive image of themselves and of our school.

#### • In school and on school grounds

In school, and on school grounds, students are required to wear the following apparel: blazer, **dress shirt must be tucked into dress pants with buttons all the way up the front, (this includes the top button)** proper tie knotted and worn at the collar at all times, **BLACK OR DARK BROWN CLASSIC FOOTWEAR**, and classic-cut dress pants (NO COTTON PANTS) A solid-coloured, lightweight, dress turtleneck, tucked inside the dress pants may be worn. Heavy gauge sweater-type turtlenecks are NOT permitted. Underneath a blazer, a V-neck sweater may accompany a shirt and tie, and a round crew neck sweater may accompany a turtleneck, a belt must be worn. White socks and ankle socks are not permitted.

THE FULL DRESS CODE IS IN EFFECT WHILE IN THE SCHOOL. At all other times, the dress code for travelling to and from school is in effect. (See “Social Activities, Retreats and Field Trips” for exceptions).

Winter footwear may NOT be worn in classrooms or corridors.

- **Travelling to and from school**

Dress pants and a dress shirt must be worn at all times. Unconventional outerwear is NOT permitted. Any student who jogs or bicycles to school on a regular basis, as part of a physical fitness or training program, should check with the office for special permission to dress appropriately.

- **After-school sporting activities**

A student attending after-school sporting activities, both at Loyola and at other schools, must comply with the dress regulations for travelling to and from school.

- **Gym, extra-curricular and Intra-Mural sports, inter-class sports**

Students must wear proper shorts and t-shirts for gym classes. Students must change for all sports activities in the gym locker room and nowhere else. Students who violate this rule will receive an Office Jug.

- **Saturdays and holidays**

Students, coming to school (or gym or the rink) on Saturdays and holidays, may dress as they wish or as is appropriate, provided that what they wear is neat and clean and avoids extremes.

Special situations:

Students in school or on school grounds for special reasons or in special situations where normal dress clothes are inappropriate (e.g., doing work around the school, setting up for social activities, doing certain types of work for the sports tournament), may wear appropriate clothing if given permission by the supervising teacher. The Vice-Principal of Discipline should be informed.

- **Social activities, retreats and field trips**

Dress regulations for social activities, retreats, and field trips will be specified by the moderator, at the time of these activities.

- **Following School Practices, Games or Activities that end past 4:30 p.m.**, students may leave the building in casual/athletic wear. This is specific to students that have participated in a school sanctioned activity.

## **DRESS CODE: SPIRIT (OVERALL APPEARANCE)**

The rationale for the Loyola Dress Code is neatness, cleanliness, and the avoidance of extremes and fads in clothes and grooming. It is not enough that the student comply with the specifics of the dress code. He must also respect its spirit and rationale in his overall appearance.

- **Neatness and cleanliness**

Dirty, torn or shabby clothes, shoes, outerwear, or footwear are NOT permitted, under any circumstances, in school, on school grounds, travelling to and from school, at after-school sports activities, on Saturdays and holidays, at social events, retreats and field trips. When dress pants are worn, they must be properly pressed.

- **Hair**

Hair must be cut to a length that is off the collar, out of the eyes and be the student's natural colour. No outlandish haircuts are permitted. The length of bangs cannot fall below the students' eyes, regardless of whether it is combed back or to the sides. In other words, a short and neat haircut is the expectation. Students have a maximum of three days to conform to the proper regulations. After the third day, the student receives an Office Jug every school day until his hair meets school regulations. In cases of repeat non compliance, the student will be sent home and only allowed to return once the hair meets school regulations.

- **Facial Hair**

Facial hair is NOT permitted. Students with facial hair will be required to shave immediately at the office. First time offenders will receive a Procedural Jug. Repeat offenders will receive an Office Jug and will have to meet with the Vice-Principal of Discipline every morning for a period of time for as long as he sees fit.

- **Fit**

Clothes must fit properly. Pants must be worn with a belt and shirts must be tucked in neatly.

- **Colour coordination**

Colour coordination or contrasts in clothes that are unconventional, bizarre, outlandish, or intended to deviate from the norm, are NOT permitted.

- **Jewelry**

Earrings, eyebrow rings, tongue rings etc., are NOT permitted in school, on school grounds, or at any other school-related activities. Rings, collars, wristbands and pendants must not be outlandish. Wallet chains must not be visible. Failure to comply with the above mentioned will result in immediate confiscation of the item and the student will receive an Office Jug.

- **Suit coat, dress jacket or blazer**

Individual teachers may allow the removal of suit coat, dress jacket, or blazer in class. This permission should never be presumed by the student. Students must wear the jacket when leaving the classroom.

- **Hats**

Hats, including baseball caps, may NOT be worn in school. Hats worn in the building will be confiscated and returned at the discretion of the Vice-Principal of Discipline. Repeat offenders will receive a Jug.

**NOTE:** All teachers have been asked to assist in maintaining observance of the Loyola Dress Code, in all situations. A dress code is more difficult to enforce than a uniform. We count on the good will of our students in order to preserve this privilege. Students who choose not to conform to the dress code are liable to discipline from all faculty. This may include teacher Jug and/or Office Jug. Students, who constantly choose to abuse the dress code, will be reported to the Vice-Principal of Discipline. In all cases, students abusing the Dress and Grooming Code will be made to conform. Students, who blatantly choose to defy the dress code, will be sent home.

## **DRESS CODE - SUMMER**

Students have three options:

- Regular dress code.
- A student may remove tie and blazer.
- A student may substitute a standard dress shirt for a Loyola polo shirt.

All other directives must conform to regular dress regulations.

## **DRUGS**

The possession, use, encouragement to use, or sale of drugs, by a student in the building, on the grounds, or during school or student activities, is prohibited. Students who violate this rule will be immediately suspended and will face expulsion. Because a Loyola student is responsible for the good name of the Loyola Community wherever he goes, the same disciplinary action may be taken for infractions of this

rule, should they occur off school property. Where appropriate, the police will become involved and the school reserves the right to administer a drug test if appropriate to the situation. Students suspected of drug or alcohol use may be drug tested at the school's discretion.

## **ERIC MACLEAN, S.J. CENTRE FOR THE PERFORMING ARTS**

The Eric Maclean, S.J. Centre for the Performing Arts is a beautiful 750-seat, state-of-the-art facility, with excellent sight lines, great seating and superb acoustics. While attending any function in the Auditorium, be it cultural, educational, recreational or liturgical, students are not permitted to EAT, DRINK, CHEW GUM or PLACE THEIR FEET ON THE SEATS IN FRONT OF THEM. They should act with the decorum demanded by the particular event. Finally, students should NOT be in the Auditorium without permission, or without adult supervision.

## **EXEMPTION FROM PHYSICAL EDUCATION**

A note from the student's parent or doctor, stating the reason for the exemption, should be brought to the office of the Vice-Principal of Discipline, at the beginning of the day. The student will be issued an official note, which is to be presented to his Physical Education teacher. This note excuses the student from the gym activity, but not the gym class. Upon reception of the note, the Physical Education teacher may find work for the student to do (e.g., timing, score sheet, etc.), or may send the student back to the school office, where he will be assigned to the Library to work. A student should never skip the gym class on his own, or go to the Library on his own. Students attending gym class must be present for roll call, taken at the conclusion of class, or they will be marked absent.

## **FIELD TRIPS**

The teacher-supervisor will provide students with complete guidelines to be followed while on field trips or excursions. School dress code is in effect, unless other arrangements have been made. Students are expected to act respectfully and cooperate with the supervisors, by following their directions. Failure to do so can result in JUGS, Yellow Sheet, exclusion from future field trips, suspension or even expulsion.

## **FIGHTING**

Any student, who becomes physically violent on or off school grounds, will be suspended and liable to expulsion.

## **FIRE DRILLS, LOCKDOWN**

The security of our students is paramount. As such, we will hold a number of fire and lockdown drills throughout the year. Students must move quickly and quietly to the closest fire exit as indicated in each room. Students are to remain with their class and teachers outside and away from the building in their designated locations so that attendance can be taken, and until advised to return to class.

ABSOLUTE SILENCE WHILE EXITING AND OUTSIDE THE BUILDING IS REQUIRED AT ALL TIMES. Students on lunch or a free period during a fire drill should do their best to form into classes in the designated areas and the class president, or someone acting on his behalf, should take attendance. Any student pulling the fire alarm without cause is liable to expulsion and criminal proceedings.

## **FOUL LANGUAGE**

A Loyola student must never use foul language, or participate in rowdy behavior at Loyola, on the premises of another school, in public places or vehicles. Students using foul language are liable to Office Jug.

## FRONT DOOR

Students are not permitted to use the FRONT DOOR during the winter months. Violators will receive an Office Jug.

## GRAFFITI AND VANDALISM

All violators will be sent to the Vice-Principal of Discipline's Office for disciplinary action. The severity of the discipline will be determined by the severity of the offense.

## GUESTS

If a student wishes to invite a student from another school to visit Loyola for a day, (or part of a day), he should first obtain permission from the Administration. It is understood that the visitor will abide by the dress code and other regulations of the school during his visit. The Loyola student is responsible for his guest's behavior.

## HAIR

Please refer to "Dress Code: Spirit (Overall Appearance), Hair"

## I.D. CARDS

A student I.D. card is issued free to each student at the beginning of each academic year. Lost cards may be replaced at a cost of \$5.00. These cards are needed for admission to school dances. These cards **MUST** be given to any member of faculty, staff, or University Security, upon request.

## ILLNESS/INJURIES DURING SCHOOL DAY

During the school day, students who are too ill to remain in class should inform their teacher of the condition and report to the Office. They will be permitted to return home, after receiving parental permission. Medication, such as Aspirin or Tylenol, cannot be dispensed without parental approval. (Authorized through the Medical Form).

All accidents in the school must be reported promptly to the Front Office. First aid treatment and emergency service will be provided, if necessary, and in case of a major mishap, parents will be notified immediately. Under no circumstances, may a student leave without authorization from the school.

## LATES

It is the student's responsibility to arrive at school on time. A student should anticipate problems and give himself plenty of time!

Any student, who is not in class when the bell rings, must report to the School Office to obtain a late slip, before reporting to class. In all cases, the office decides whether excuses for being late are valid and whether the penalty applies. A note from parents does not necessarily excuse a late. Students who are late will have to attend Procedural Jug the very same day.

Students who are late because of not feeling well early in the day are expected to get caught up on classes missed rather than attend after school activities (practices, games, clubs...).

**First late** - 30 minutes

**Second late** - 30 minutes

**Third late** - Office Jug

Skipping Procedural Jug will result in an Office Jug.

ANY STUDENT WHO IS LATE DURING A SCHEDULED LATE START, WITHOUT PROPER DOCUMENTATION, WILL RECEIVE AN OFFICE JUG RATHER THAN A PROCEDURAL JUG.

## LEAVING CAMPUS

Under no circumstances may a student leave school without authorization from the Administration Office.

## LIBRARY

- The library is meant to be a place of quiet study and reading.
- All library computers are connected to the Internet and are available to students throughout the day for school related work only. Students are not allowed to use school computers for non-academic purposes. In particular, library computers are not to be used to play games.
- There is a three week loan period for library material. A fine of 10 cents a day will be applied to all material not returned by the due date. Lost or damaged books will incur a standard replacement cost.
- The dress code is in effect in the library at all times; coats, boots and running shoes are not permitted. Students must leave their school bags in the room reserved for this purpose.
- Eating and drinking are prohibited.
- Any student instructed to leave the library for disciplinary reasons must do so promptly and without protest or remarks.
- Penalties including Jugs and/or loss of library privileges may be applied for any infringement of library rules.

## LOCKER ROOMS

Roughhousing (yelling, pushing, shoving...) or the use of a phone is prohibited. Playing games is strictly forbidden. Food is not to be eaten in either locker room. Students should always check to be sure lockers are properly locked, and that nothing has been left on the floor. **Students must use their gym locker when changing for gym class.**

## LOCKERS AND LOCKS

Lockers in the locker room and the gym are assigned to students for their use and convenience, on a yearly basis. The locker's maintenance and appearance are the student's responsibility. Students using a locker must lock their locker. Failure to do so is disrespectful to one's property and will result in an Office Jug. Repeat offenses will result in double consequences for each repeat infraction. A student will have to account for any damage or defacing done to his locker. Repair of lockers, for any reason, must first be cleared through the School Office. A student may be asked to clean or wash the inside and/or outside of his locker. Only those locks sold by the school may be used on school lockers, in either the locker room or the gym. All other locks will be removed. Tampering with another student's lock or locker is strictly forbidden. The penalty for doing so may range, from Jug, through suspension, to possible expulsion. The school lends the lockers to the students and reserves the right to search through them at any time.

## LOST AND FOUND

If a student loses or misplaces books or materials, he should check in the "Lost and Found." All money that is found and unclaimed will be donated to the Bursary Drive. If there is no name on books or materials, they may not be claimed unless proof of ownership is offered. All unclaimed items will be donated at the end of each term.



## LOST BOOKS

If a book has been lost and does not appear in the Lost and Found, the student should go to the Bookstore and get a replacement. If the original book is never found, the students will be billed for the lost book at the end of the year, when all books are being collected.

## LUNCH AT LOYOLA / CAFETERIA

The cafeteria is the only place where students may eat at Loyola. There will be NO EATING IN THE ATRIUM. On occasion, for special reasons, teachers may give students permission to eat in the classroom and, when the weather is appropriate, students may be given permission to eat outdoors, on the school grounds. In both cases, such permission is a privilege and it is important to keep these areas clean and tidy. Cycle One students are not permitted to leave campus at lunch.

- Students are expected to comply with Teacher and Janitorial Staff requests to keep the cafeteria clean and presentable.
- Students are to clear tables before leaving the cafeteria. They must place garbage and wrappers into receptacles and garbage cans, and return trays.
- Horseplay, roughhousing, yelling, and other behavior not appropriate in a cafeteria are prohibited.
- A student who fails to comply with these directives, is subject to disciplinary action and will have his cafeteria privileges revoked.
- Use of electronic devices in the cafeteria, during breakfast hours (7:30 a.m. - 8:20 a.m.) and lunch hours is prohibited.
- For environmental reasons, single use water bottles are not welcome at Loyola.

## MAIL

All mail addressed to parents or guardians, even though the contents may concern the student, is to be opened by parents or guardians ONLY.

## MESSAGES

Except in cases of real emergency, the Front Office should not be asked to relay messages to students. Relaying of messages cannot be done without considerable inconvenience to the Front Office and to the class. Ordinarily, such requests will be politely refused.

## OFFICE

When students must report to the Administration Office for any reason, they should enter the Office, one at a time. At all times and under all circumstances, students are expected to treat office staff with courtesy and respect.

## OFFICE JUG

- Office Jugs are for more serious offenses.
- A student who receives an Office Jug from a teacher or staff member, for violations of the school rules or procedures, is to report on time to the Jug Room, on the day he receives the Jug.
- **Office Jug is from 3:15 p.m. to 4:15 p.m. every day.** Students are never permitted to leave before the hour is up.
- Office Jug takes priority over teacher detention, and under normal circumstances, all extra-curricular school activities (**this includes sports games**).

- Office Jugs may be rescheduled for a valid reason. The Vice-Principal of Discipline is the sole judge on what is valid. In such cases, it is the responsibility of the student to come to the Office of the Vice-Principal of Discipline for rescheduling.
- Skipping Office Jug is a serious offense and three Jugs will be given along with further disciplinary action if warranted.
- Students may use an acquired beavertail to cancel a Jug. However, this request may be refused, based on the judgment of the Vice-Principal of Discipline.

## **PARENTS OUT-OF-TOWN**

If parents will be out of town, the school must be informed, leaving the name and the phone number of the person responsible for the student and an address and/or a phone number where the parents can be reached, in case of emergency.

## **PICK-UP GAMES OUTSIDE THE SCHOOL BUILDING**

Students should use the gym field for pick-up games or recreation, before, after, or during the school day, so as not to disrupt classes or other activities in session in the school building. All school rules apply when participating in these games and should there be any injuries or damage done to property, that should be reported to the Office of Discipline immediately.

## **PORNOGRAPHIC MATERIALS**

The possession or display of any pornographic or suggestive materials by a student is strictly prohibited.

## **POSTERS**

Materials may be posted on the school bulletin boards in the locker rooms, only with the permission of the Vice-Principal of Discipline.

## **PUBLIC TRANSPORTATION**

The same respect for people and property that is expected in school is expected in public. Anything less will not be accepted. A student who is unwilling to comply with this request, will be subject to the usual procedures of discipline, that range from being liable to detention, to suspension, or expulsion.

## **RESPECT**

A Loyola student is expected to show respect to all members of the Loyola Community, e.g., fellow students, teachers, staff and all other school personnel. Teachers may not be addressed on a first-name basis. A student's conduct, both inside as well as outside the school building, (this includes conduct on buses, trains, metros, etc.) is to be exemplary. Misconduct will be treated with severity.

## **ROUGHHOUSING**

Roughhousing in or around the buildings is to be avoided at all times. Nowhere in the buildings, including the locker rooms, are footballs, baseballs, hockey sticks, pucks, etc. to be used in an indoor game. Roughhousing will result in detention.

## **SCHOOL CANCELLATION**

Announcements concerning the cancellation of school, or a special schedule due to inclement weather, will be made on radio station CJAD. The school will send out this information to families and post it on Loyola's web and social media sites. The school will also disseminate information using remind.com.

## **SCHOOL HOURS**

The front door of the school is open from 6:30 a.m. to 5:30 p.m. Monday to Friday. While classes are in session entry is by the Sherbrooke St. entrance only. All other doors are locked.

## **SKATEBOARDS/LONGBOARDS**

SKATEBOARDS AND LONGBOARDS ARE NOT PERMITTED ON SCHOOL GROUNDS.

## **SMOKING**

Loyola High School is a non-smoking area. Smoking, and use of vaporizers, inhalers or related paraphernalia of any kind is not permitted anywhere in or around the school. Violators will be sent to the Office for disciplinary action. Parents will be informed.

## **SOCIAL BEHAVIOR**

The guiding principle behind all rules for social behavior is RESPECT -respect for property, respect for others, and respect for oneself. On the premises of Loyola, another school, in any public place or vehicle, foul language or rowdy behavior by a Loyola student or conduct unbecoming a gentleman, will result in his being liable to either suspension or expulsion, depending upon the nature of the offense.

## **STEALING**

A student who finds another's property must immediately turn it in to the Lost and Found Office. Stealing school or private property of any kind, makes a student liable to expulsion.

## **STUDENT PARKING ON CAMPUS**

Students who drive to school, are not permitted to park on either the Loyola or the Concordia campus.

## **STUDENT/FACULTY/STAFF PROPERTY**

A community is built on trust and mutual respect. Stealing, defacing, or destroying another's property wrecks a community because it promotes distrust and hatred. Therefore, stealing, defacing, or destroying anything belonging to the school, to a faculty or staff member, or to another student, is considered a very serious offense. In all cases, full restitution must be made. A student who engages in these activities, is liable to suspension and expulsion.

## **TEACHER'S ROOMS**

Students must never knock on the doors of the Teachers' Lounge or Workroom. If a student wishes to speak to a teacher, he is asked to obtain assistance in locating the teacher.

## **TECHNOLOGY**

Loyola's computers, devices and related technology are intended to serve the educational needs of our

students. In keeping with this, the following guidelines should be understood and respected:

- Technological devices are not permitted in common/public areas of the school. Devices are only to be used in supervised spaces during the school day (ex. Library, Four Seasons Room, Classrooms).
- Access to school devices is a privilege that can be revoked if abused.
- **All electronic devices** are subject to the guidelines in our Acceptable Use Policy and the rules in this handbook.
- Electronic and other devices used in the school may be confiscated and searched.
- Passwords and student digital identities (e.g. email) must be protected and managed responsibly.
- An individual's privacy must be respected. Use of images, videos, and audio of an individual must be done with their **prior consent**. Recording a fellow student without prior consent is prohibited and will result in a Yellow Sheet. Recording a faculty or staff member, without prior consent, is prohibited and will result in a suspension. Disrespectful use of a person's image or audio is forbidden and will result in an immediate suspension and possible expulsion.
- On Fridays the use of any electronic devices for recreational purposes is prohibited in the school.

## TEXTBOOK POLICY

- Most books issued by the school are the property of the school. These books must be covered, with the student's name clearly inscribed in the space provided.
- Students should not scribble, draw, or otherwise deface the covers of the books.
- Loyola offers a service to students, by providing them with the textbooks they require for each of their courses. The texts are loaned to the student. At the end of the school year, all books are to be returned in usable condition. Students who return a textbook late, will be assessed a late return fee of \$10.00 per book. (On the day on which the student is writing the exam in a given subject, he must return the textbook for that subject.)
- Books, which have been returned in unusable condition, or which have been lost by the student must be replaced at the student's expense. All books are coded with a bar code. Defacing or removing the bar code will be penalized as an unreturned book. Parents will be notified by the school of all book replacement expenses.
- Students will be assessed a book damage fee for texts damaged or defaced while in their possession.

## VALUABLES

**Students are advised not to bring valuable items to school. The school will not assume any responsibility for lost, stolen, or damaged articles.**

## VAPORIZERS (VAPES)

Vaporizers are prohibited and treated as drug paraphernalia. Anyone caught vaping will be drug tested and the vaporizer may be turned over to police for analysis. Depending on the findings, consequences can range from detentions to expulsion.

## VIRTUAL PRIVATE NETWORK (VPN)

Using a VPN is a direct violation of Loyola's Acceptable Use Policy for Technology as it is an attempt to circumvent the network policies that are in place to protect the students and deliver a suitable learning environment. We have chosen to make this a learning opportunity for our community by drawing attention to the use of anonymizing technologies that have both positive and negative impacts. Any student caught using a VPN, in the school, will receive a Yellow Sheet and may face suspension.

# HANDBOOK ADDITION:

## DISTANCE LEARNING PROTOCOL FOR STUDENTS

### General Guidelines

- Set up an organized workspace at a table or desk, (preferably not in your bedroom) that is dedicated to school work
- In addition to your online agenda, have a large wall calendar or white board to help organize your workload.
- Keep pencils, pens, dedicated notebook paper for each class, and other supplies handy
- Be sure your Chromebook or iPad is charged and disinfected
- Get a good sleep each night and ensure you maintain a healthy sleep routine

### Follow a routine schedule every week day that includes the following:

- Breaks for rest, meals, exercise, reading, prayer, and family time
- Check Studyo and Moodle every morning
- Read the Daily Bulletin; listen to morning prayer/Examen
- Write out your schedule and school work/to-do list for the day
- Set goal completion dates for each assignment and schedule (input on Studyo) when you will work on them over a few days

### Online Class Expectations

- Attend all mandatory Google Meets
- When you sign on, your camera should be on and your microphone should be off
- Follow the directions from your teacher in regards to when you turn Camera/Mic on or off during class time
- Sitting at a table or desk (You should not be on your Google meet in bed, curled up on a couch or lying down)
- Hair brushed; presentable attire from head to toe - wearing a shirt but no hat; and appropriate background; appropriate Gmail icon
- Use your real name and Loyola Gmail account for all online school activities and correspondence
- Students are not to record class meetings. Teachers are responsible for recording of class sessions and distribution of them when appropriate. Recording with a second device is unacceptable in any situation.
- If you are going to miss a class due to illness or a doctor's appointment, contact your teachers and ensure your parents have notified the office before 9:30am
- If you do not follow these guidelines, someone from the administration will be in touch with you and your parents to discuss the appropriate steps to correct this

### Online Learning

- Ensure you understand the learning objectives that have been presented by the teacher on Google Meet, Google Classroom and/or Moodle
- Complete tasks and assignments with you best effort
- Understand that using any work that is not yours (from the internet or another student) constitutes plagiarism
- Monitor your learning and request feedback from your teachers

- Bring specific questions to teachers' Google meet office hours and extra help sessions
- Submit work on time and if you foresee an issue with that, communicate with your teacher immediately
- If you receive learning accommodations, contact the guidance office or your academic VP to help you establish good routines that allow you to use those accommodations

### **When Struggling - Falling behind, Feeling unmotivated, Losing sense of connection**

- Email your advisor or homeroom teacher right away and follow their advice
- Ask a classmate for support so that you know what you may have missed
- Speak with your parents or another family member so they can support you in your progress
- Remember you are not alone!

### **For Parents:**

- Discuss your son's daily schedule and work plan with him regularly
- Expect him to keep to his schedule and submit work on time
- Limit noise and distractions; help your son keep an organized workspace
- Encourage your son to request feedback on his work from his teachers
- Review communications from school staff
- Contact the school office (Before 9:30 a.m.) if your son will not be present for his online classes

## **PARENT ORGANIZATIONS**

***T**he parents of our students are invited and encouraged to participate directly in the life of Loyola.*

**The Parents' Association** is a consultative body designed to share ideas and offer support for School. Each fall, the Parents' Association has organized the popular Parents' Association Dance, a fundraiser where parents and teachers have a chance to socialize. All parents or guardians of current students are eligible to serve as elected members of the Executive and Committees.

**The Mothers' Guild** is made up of a group of mothers who take an active role in organizing social and religious activities for parents and in raising funds for bursaries and special needs in the school. Two major activities have been the Christmas Wine and Cheese party and the spring Communion Breakfast.

### **The Ed Meagher Sports Tournament**

Parents, teachers and alumni make up the committee, which organizes the annual tournament. Named after Ed Meagher '41, alumnus, teacher, administrator and friend to over fifty years of Loyola students, the tournament involves over seven hundred high school athletes who compete in hockey, basketball and wrestling. The Committee also raises money for maintaining and expanding Loyola's athletic facilities.

**The Grad Dance Committee** is comprised of parents who spend months working on the Annual Graduation Dance. Parents and staff members join graduating students and their dates for this memorable evening, truly making it a family affair.

## LEADERSHIP, ADMINISTRATION AND FACULTY

SENIOR LEADERSHIP	
President	Ms. Marcelle DeFreitas
Vice President-Chief of Staff	Mr. Adam Pittman, S.J.
Vice President Operations	Mr. Donat Taddeo
Principal	Mr. Tom Malone

OPERATIONS	
Executive Director of Operations	Dr. Fouad Maroun
Business Manager	Ms. Rosa Naccarello
Assistant Accountant	Ms. Joy Barias
Technical Services	Mr. Raymond Kennedy Mr. Geoff O'Brien Mr. Harry Prillo Mr. Bharath Onteddu
Head of Maintenance	Mr. Frank Mirarchi
Maintenance Staff	Mr. Joseph Rossi Mr. Mauro Fratarcangeli Mr. Lito Aparicio Mr. Claudio Corsetti

ADVANCEMENT	
Director of Admissions	Ms. Theresa Gilmour
Director of Communications	Mr. Andres Canella
Director of Alumni	Mr. Randy Burns
Assistant Director of Alumni	Mr. Phil Lafave
Associate Director of Development	Ms. Maria Carneiro
Assistant to Alumni and Development	Ms. Bessie Michael
Community Relations	Mr. Denburk Reid
Archives and Communications	Ms. Marissa Stimpson
School Store Manager	Ms. Bessie Michael

ACADEMIC & ADMINISTRATIVE	
Vice-Principal, Cycle I Academics	Ms. Annie Beland
Vice-Principal, Cycle II Academics	Dr. Mark Diachyshyn
Vice-Principal, Discipline	Mr. John Patrick Mancini
Assistant to the Vice-Principal, Discipline	Ms. Connie Di Iorio
Director of Athletics	Mr. Phil Lafave

<b>IGNATION FORMATION</b>	
Chaplain and Ignation Formation	Fr. Rob Brennan, S.J.
Ignation Formation Assistant	Mr. John Patrick Mancini
Campus Minister	Mr. Brian Traynor
Christian Service Program	Mr. Damiel Quinn (CSP I-IV) Mr. Sean Donovan (CSP V)

<b>GUIDANCE SERVICES</b>	
Guidance Counsellor	Mr. Michael Greczkowski
Student Counsellor & Resource Coordinator	Ms. Lauren Percival
Career Counsellor	Ms. Wendy Polverari
Learning Support Assistant	Ms. Barbara Whiston

<b>LIBRARY SERVICES</b>	
Librarian	Ms. Dianne Landry

<b>STUDENT SERVICES</b>	
Coordinator of Student Activities	Ms. Cheri Adams
Assistant Coordinator of Student Activities	Mr. Franco Proietti

<b>ADMINISTRATIVE STAFF</b>	
Administrative Assistant to the President	Ms. Kristine Pilch
Administrative Assistant to the Principal	Ms. Monica Guillermo
Receptionist	Ms. Kuljinder Kaur
Office Support	Mr. Joey Hunt

<b>STUDENT SUPERVISORS</b>	
Mr. Peter Racine	Mr. William Power
Mr. Pawel Morawski	

<b>WEIGHT ROOM</b>	
Mr. Dobromir Petkov	

<b>FACULTY DEPARTMENT HEADS</b>	
English	Mr. George Pantazopoulos
French	M. Nicolas Duchesne
Humanities	Mr. Chris Hein
Mathematics	Ms. Gianna Antonecchia
Physical Education	Mr. Marco Santilo



FACULTY DEPARTMENT HEADS	
Religion	Ms. Lisa Dias
Science	Mr. Michael Elie
Social Studies	Mr. Vince Fulvio

FACULTY MEMBERS		
Ms. C. Adams	Ms. G. Antonecchia	Mr. J. Baruthio
Ms. A. Beland	Mme N. Belfort	Fr. R. Brennan, S.J.
Mr. R. Burns	Mr. E. Cloëtta	Mr. A. Cloutier
Ms. C. Craton	Mr. E. Dagher	M. M. de Verteuil
Mme J. Desrosiers	Dr. M. Diachyshyn	Ms. L. Dias
Mr. S. Donovan	M. N. Duchesne	M. C. Dupuis
Mr. J Durocher	Mr. M. Elie	Ms. L. Forese
Mr. V. Fulvio	Mr. J. Geraghty	Mr. C. Hannan
Mr. C. Hein	Mr. E. Hein	Ms. S. Hinkson
Mr. R. Hurst	Mr. J. Ketterling	Mme M. Lacasse
Mr. P. Lafave	Mr. N. Lam	Mr. R. Lynam
Mr. T. Malone	Mr. J.P. Mancini	Mr. B. McKeown
Ms. A. Mongeon	M. M. Moreau	Dr. N. Newton
Mr. M. O'Neil	Mr. G. Pantazopoulos	Mr. J. Parr
Mlle A-P. Pelchat	Mr. A. Pittman, S.J.	Ms. W. Polverari
Mr. T. Powell	Mr. F. Proietti	Mr. D. Quinn
Ms. A. Redmond	M. B. Robitaille	Mr. O. Saar
Mr. M. Santillo	Mr. R. Schnitzer	Mr. M. Seccareccia
Ms. T. Shaughnessy	Mr. C. Solari	Mr. C. Taddeo
Mr. K. Thiruchelvam	Mr. B. Traynor	Mr. E Vani

## LOYOLA HIGH SCHOOL CURRICULUM

	CYCLE ONE		CYCLE TWO		
	YR. 1	YR. 2	YR. 1	YR. 2	YR. 3
English	•	•	•	•	•
Speech	•	•	•	•	•
Directed Study	•	x	x	x	x
French	•	•	•	•	•
Mathematics	•	•	•	•	•
Religious Studies	•	•	•	•	•
CSP I-IV	•	•	•	•	x



CSP V	x	x	x	x	•
Science and Technology	• Eng/Fr	• Eng/Fr	•	•	•
Chemistry	x	x	x	x	option
Physics	x	x	x	x	option
History	• Eng/Fr	• Eng/Fr	• Eng/Fr	• Eng/Fr	x
Geography	• Eng/Fr	• Eng/Fr	x	x	x
The Contemporary World	x	x	x	x	•
Financial Education	x	x	x	x	•
Dramatic Speech	x	x	x	x	•
Physical Education	•	•	•	•	•
Architectural & Engineering Design	x	x	option	option	x
Art	• French	option	option	option	x
Classics	x	x	option	option	x
Computer Programming	x	x	option	option	x
Cross Curricular Improvisation	x	x	x	x	option
Digital Media	x	x	x	x	option
Exercise Science	x	x	option	option	option
History Through Sports	x	x	option	option	x
History of WWII	x	x	x	option	x
Industrial Arts	x	x	x	x	option
Introduction to Law	x	x	x	x	option
Music	• French	option	option	option	x
Music and Society	x	x	x	x	option
Philosophy	x	x	x	x	option
Theater Arts	x	x	option	option	x
World Geography	x	x	x	x	option
• MANDATORY    X NOT OFFERED					

## COURSE DESCRIPTIONS

*The course descriptions listed in the Handbook are designed to give students and parents a general idea of course content at each cycle of the high school curriculum. The section on Options gives students and parents an idea of course content for optional courses at the Cycle Two-Year One, Cycle Two-Year Two and Cycle Two-Year Three level. Options are one or two year courses. Specific course content, requirements and mark breakdown are given to students at the beginning of the school year and to parents on Parent Information Night in September.*

### ENGLISH LANGUAGE ARTS PROGRAM

The goal of the English Language Arts Program is to inspire in students a lifelong love of literature. Students are introduced to a wide range of literary voices from non-fiction, fiction, drama and poetry. Their own

voices are developed in responses to literature and in their creative writing. Throughout the five years, emphasis is placed on technical excellence, creativity and the power of the written word.

### **ENGLISH Cycle One-Year One**

In Cycle One-Year One students read a wide range of both new and established Canadian and World Literature. Students will learn to appreciate and relate to various media texts and literary genres, through both oral and written responses. As many students come from a French or French Immersion elementary school background, vocabulary enrichment, figurative language, spelling and sentence structure are a strong focus of the writing process. Students transfer ideas from the genres of poetry, short stories and drama into their own creative writing voice. Students are introduced to drama through the characters and worlds created in the plays of William Shakespeare.

### **ENGLISH Cycle One-Year Two**

The Cycle One-Year Two program focuses on a study of more complex themes in Canadian and World Literature. Students explore a wide range of fiction and non-fiction and continue to develop their literary skills. There is a strong focus on the writing process, both as a response to literature and in creative writing. Emphasis is on the writing of paragraphs with a unifying idea, creativity, figurative language, more complex sentence structure, revision and editing. Students continue their exploration of drama through study of a play by William Shakespeare.

### **ENGLISH Cycle Two-Year One**

At this level, students continue to develop their personal, creative, critical and analytical skills. They read, analyze, interpret, reflect and respond to, a variety of literary forms: novels, short stories, poetry, personal narratives, essays, articles, descriptions and drama, drawn from Canadian and World Literature, as well as one play by Shakespeare. They write longer and increasingly more sophisticated pieces of writing, both critical and creative, which reflect their skills and develop their “personal styles.” In addition, students are encouraged to hone their speaking and listening skills, as well as to acquire strategies for understanding, and dealing with, the “media-oriented” world in which they live.

### **ENGLISH Cycle Two-Year Two**

The Cycle Two-Year Two program focuses on the continued developing awareness and appreciation for the world of literature. Students study a variety of literary genres including the short story, poetry, and the essay. There is an in-depth analysis of novels and longer works of non-fiction, as well as a play by Shakespeare. Writing assignments, both analytical and creative, are directed toward expressing themes from literature through the students’ own voice. They are expected to read additional novels independently and respond in a variety of ways including literary analysis, and dramatic performance. Students are encouraged to write creatively using the works studied as a starting point. At this level, they will become increasingly aware that good literature heightens and sharpens awareness of life.

### **ENGLISH Cycle Two-Year Three**

In Cycle Two-Year Three students are prepared for C.E.G.E.P. The primary focus of this course is the study of Contemporary, Canadian, British and American Literature. A central writing assignment for the third term is a Research Paper. Students study various themes through the reading and analysis of the short story, poetry, the essay, non-fiction, the novel and drama. Students are expected to show a high level of analytical ability in their writing.

## **ENGLISH Cycle Two-Year Three, Enriched**

The Cycle Two-Year Three Enriched program is a C.E.G.E.P. preparatory course designed for the advanced English student. Students are expected to show a high level of analytical ability, creative insight and research capability. As well as being responsible for the standard reading requirements for the course, students read and analyze additional novels independently. Students study a number of genres covering a variety of literary time periods. There is a strong creative writing component with experimentation in genre, style, and voice.

## **SPEECH All Levels**

English Language Arts students are required to take Speech classes at each level. During Cycle One, Year One, students deliver presentations in English. During Cycle One, Year Two, students deliver presentations in French. Performances during their final three years are exclusively presented in English. The purpose of this course is to instill in the students self-confidence, poise and basic skills in public speaking. Students learn to express themselves clearly, distinctly, and with the confidence necessary to interact with others in all aspects of life.

## **DIRECTED STUDY Cycle One-Year One**

With the help of the homeroom and study skills teachers, students learn to plan and implement their own learning activities in whatever subject area is most needed. The directed study moderators then act as resource teachers for the students as they undertake the specific learning objectives of the day. The period also provides an opportunity for students to work on group projects, seek extra help in areas of difficulty, and embark on cross-curricular learning.

## **FRENCH**

The goal of the French Program is to enable students to function in a French milieu and develop an appreciation for its language and culture. Because students arrive with different levels of French, they are streamed into French as a second language, either “Français, langue seconde, programme de base” or “Français, langue seconde, programme enrichi” (regular or enriched). Each group is challenged with materials adapted to the students’ abilities. As students progress, complexities and new concepts are added to the basics learned in Cycle One-Year One. A spiral approach is used, continuously reviewing previously learned concepts which have not yet been mastered.

All students are required to write the Langue seconde Provincial Exam by the end of Cycle Two-Year Three; students in the “enrichi” program may also have the opportunity to register for the “Français, langue d’enseignement” course and write the specific Provincial Exam for that course. Space is limited and students are chosen based on prior achievement and motivation.

## **FRENCH Cycle One-Year One - Langue seconde, programme enrichi**

This course focuses on sentence structure (phrase de base). The students study and use basic sentence structure as building blocks for more complicated structures. These structures are then used to write different types of texts, including description and narration-based texts. Students are also required to prepare oral presentations integrating learned grammatical concepts. Students read a minimum of three novels.

## **FRENCH Cycle One-Year Two - Langue seconde, programme enrichi**

This course builds on sentence structure (phrase de base) studied in Cycle One-Year One. Students learn how to integrate more complicated components into basic sentence structure. They explore a variety of

texts, especially those which are description-based. Students prepare oral presentations integrating grammatical concepts and read a minimum of three novels.

### **FRENCH Cycle Two-Year One - Langue seconde, programme enrichi**

Students build on grammatical concepts acquired in Cycle One and develop written and oral abilities using more complex sentence structures, verb tenses and punctuation. They use explanation-based, narrative and poetic texts. Students prepare oral presentations, which show an understanding of grammatical concepts and read selected texts and a minimum of three novels.

### **FRENCH Cycle Two-Year Two - Langue seconde, programme enrichi**

Analytical grammar and written compositions are important components of this course. Students study and analyze different types of texts, including argumentation, poetry, short stories and novels. They make oral presentations using the concepts acquired throughout the year. Students are required to read a minimum of three novels. Students are prepared for the Langue seconde programme de base Provincial Exam.

### **FRENCH Cycle Two-Year Three - Langue d'enseignement**

Students study and analyze several types of texts, including argumentation, poetry, current affairs (editorial, critique, newspaper articles) and novels. "Argumentation" focuses on explanations, demonstrations of argument and counter-argument. Students are required to produce several argument-based texts, to read at least three novels and are required to do a minimum of two oral presentations per term. Students are prepared for the Langue d'enseignement Provincial Exam.

### **FRENCH Cycle Two-Year Three - Langue seconde, programme enrichi**

The course is project and multi-task oriented, reviewing and using acquired concepts to reinforce learning. Students are required to understand, describe, present and comment on any given subject, through oral comprehensions and presentations, as well as diverse essays. Students learn to structure their argumentation in order to defend their opinions and are required to read at least three novels.

### **FRENCH Cycle One-Year One - Langue seconde, programme de base**

Students review and learn basic tenses. They are able to describe events, things and persons, in the past, present and future tenses. The course is theme-based and emphasizes building vocabulary pertaining to class topics. Students read related texts, which focus on general content and at least two literary works. They present the information they acquire orally and in a written format.

### **FRENCH Cycle One-Year Two - Langue seconde, programme de base**

Students build on previously acquired vocabulary and verb tenses and are taught to communicate intentions, ambitions and experiences. They learn to inquire about activities and persons, and to report findings. The course is theme-based, requiring both written and oral communication. Students are required to understand short texts and read at least two novels.

### **FRENCH Cycle Two-Year One - Langue seconde, programme de base**

Students build on previously acquired vocabulary and verb tenses and are able to communicate ambitions, make inquiries, and report findings. They learn to place events in chronological order. The course

is project-based, requiring students to acquire, organize and report information. Students prepare oral presentations on various topics and are required to read a minimum of two novels.

### **FRENCH Cycle Two-Year Two - Langue seconde, programme de base**

Vocabulary and verb tenses allow students to better describe individuals and objects. Students learn how to express opinions, personal feelings and give advice. They are able to make hypotheses, chronologically report and identify events. Literary material includes novels, short stories, description and opinion-based texts. The students' facility with language becomes evident through written and oral assignments. Finally, students are required to read at least three literary works.

### **FRENCH Cycle Two-Year Three - Langue seconde, programme de base**

The course is project oriented, reviewing acquired concepts to reinforce learning and prepare students for the Langue seconde, programme de base Provincial Exam. Students are required to understand, describe, present and comment on project content, through oral comprehensions and presentations, as well as three different types of texts: invitational, descriptive and opinion-based essays. Students learn to structure their argumentation in order to defend their opinions and are required to read at least two novels.

## **MATHEMATICS**

Mathematics is a core subject that builds on itself. Success at one level depends on having the necessary prerequisites from the previous course. The Mathematics program is designed to help students learn to use algebra to generalize situations, enable them to apply their knowledge of geometric figures, and help them develop the ability to analyze, interpret and manipulate various forms of data and graphical representations. Course prerequisites are listed at the end of each course description and are important, especially for entry into some Cycle Two-Year Two and Cycle Two-Year Three courses, as some of these courses are essential to gain entry into "Commerce" or "Sciences" in C.E.G.E.P.

### **MATHEMATICS Cycle One-Year One**

The primary goal of Mathematics is to prepare students for the study of algebra. This is a two-step process. The first step involves facilitating the transition to algebra by ensuring that the necessary arithmetic skills have been mastered. The second step enables students to grasp certain differences between arithmetic and algebra. As with all the Mathematics courses, the second major goal of Mathematics is to provide better training in "geometric thinking" through the study of various shapes and their properties. Finally, the students begin an exploration of statistics.

### **MATHEMATICS Cycle One-Year Two**

The goal of Mathematics is to help students discover the advantages of expressing ideas mathematically using several modes of representation, in order to acquire a complete understanding of a situation. The various forms of representation include the use of numerical expressions, diagrams and pictures, tables of values, different types of graphs, algebraic expressions, equations and formulae. These are applied in many situations, including geometric and statistical ones.

\***Accelerated Option** - A tailored and advanced version of the regular Math program - including several advanced algebra topics. Student application, strong Math average and teacher recommendation required

## MATHEMATICS Cycle Two-Year One

In Cycle Two-Year One, students expand on their knowledge of Mathematics as a powerful and useful language or communication tool. They also learn that different modes of representation are useful in problem solving. Students use algebra to derive general rules from a number of specific situations. Conversely, they apply these general rules to individual cases. They generalize the properties of these operations and then apply these properties to algebraic expressions. In doing so, the students continue learning about algebraic manipulations. The concepts and applications viewed in this course are essential in assisting students to develop a strong understanding of basic fundamental cycle two-year two concepts.

\***Accelerated Option** (continued from previous year) - An advanced and fast paced Math program in which students complete the Cycle Two-Year Two curriculum.

## MATHEMATICS Cycle Two-Year Two

Students choose from two Math options based on their strengths in Mathematics, their aspirations for the future, and their fields of interest.

## TECHNICAL AND SCIENTIFIC (TS)

- Specifically prepares students for studies in technical programs as well as Commerce.
- Encourages the exploration of different areas of study.
- The emphasis is on case studies as well as the development of a student's ability to identify errors and anomalies in processes or solutions, with a view to defining the problem and taking appropriate corrective action.
- Also requires students to identify the mathematical concepts and processes associated with the design, operation or use of certain technical instruments.

## NATURAL SCIENCE (NS)

- This option focuses on the student's ability for abstract thinking and relies on a formal use of rules and conventions.
- The student is most often presented with situations having a purely mathematical context linked to several of the domains associated with the pure sciences.
- The student is most often presented with situations where the mathematical theory precedes its application.
- Specifically prepares students for studies in the natural sciences or for technical programs related to the natural sciences.
- Develops an understanding of the origin of different phenomena and how they work.
- Emphasis is on finding, developing, and analyzing models within the context of experiments mainly related to the scientific fields.
- Students wishing to take Physics and Chemistry in Cycle Two-Year Three must be enrolled in NS Math in Cycle Two-Year Three.

\***Accelerated NS option** (continued from previous year) - An advanced and fast paced Math program in which students complete the Cycle Two-Year Three curriculum.

### Grade Prerequisites:

Students must achieve at least 75% in Cycle Two-Year One Mathematics in order to take NS Mathematics in Cycle Two-Year Two. Students who obtain less than 75% will be placed in TS Mathematics.

**Note:** Students in Cycle Two-Year Two TS Math wishing to take NS Math in Cycle Two-Year Three can upgrade in summer school. However, students who do NOT want to take the higher level math courses, based on their planned course of study at C.E.G.E.P., may also choose to enroll in TS Math.

## PROVINCIAL EXAMS

Regardless of the Mathematical option chosen (NS or TS), all Cycle Two-Year Two students will be writing a Mathematics Provincial Exam provided by the “Ministère de l’Éducation et de l’Enseignement supérieur” (MEES) at the end of the school year.

## MATHEMATICS Cycle Two-Year Three

Students choose from Math options based on their strengths in Mathematics, their aspirations for the future, and their fields of interest.

The Cycle Two-Year Three Mathematics courses are CST, TS, and NS. The TS and NS courses are primarily a continuation of the two courses offered in Cycle Two-Year Two. The basic objectives, methodologies, and course philosophy of the Cycle Two-Year Three courses, are the same as their correspondingly named Cycle Two-Year Two courses, only the content is different. In addition to the TS and NS course, students may also choose a CST course.

### CULTURAL, SOCIAL and TECHNICAL

- Intended for students who are pursuing a career at the C.E.G.E.P. level where Math is not a prerequisite.
- Emphasizes situations that students will encounter in their personal and professional lives.
- Learning content for this option allows students to build on their knowledge of basic mathematics.
- Involves a greater use of statistics and discrete mathematics.

### PRECALCULUS and CALCULUS

- This section is only available to students having completed all Accelerated NS option courses, as they have worked one year ahead of the other sections.
- The precalculus portion of the course introduces the foundations of analysis designed to precede the fundamentals of the calculus course.
- The calculus portion will have students develop a clear understanding of the fundamental concepts of differentiation and integration of single variable functions, and a range of skills allowing them to work effectively with the concepts.
- This course demonstrates the importance of the role of advanced Math and Calculus in understanding science, engineering, economics, computer science, and other disciplines.

### Grade Prerequisites:

Most students will continue on the same path in Cycle Two-Year Three as they selected in Cycle Two-Year Two, i.e., Cycle Two-Year Two NS students usually take NS Mathematics in Cycle Two-Year Three. To continue in Cycle Two-Year Three NS Mathematics, a student needs a final Cycle Two-Year Two NS Mathematics mark of at least 75%. To continue in Cycle Two-Year Three TS Mathematics, a student needs a final Cycle Two-Year Two TS Mathematics mark of at least 75%. Students, who do not attain any of these minimum grades, may attend summer school to improve their mark and move into TS or NS Mathematics. No prerequisite is necessary for a student to choose CST Mathematics in Cycle Two-Year Three.

## RELIGIOUS AND ETHICAL STUDIES

The Religious and Ethical Studies program at Loyola is intended to provide the students with a sound formation in the basic beliefs, rituals and practices of our Faith. As stated in Characteristics of Jesuit Education, (paragraph 34), “Since every program in the school can be a means to discover God, all teachers share a responsibility for the religious dimension of the school. However, the integrating factor in the



process of discovering God and understanding the true meaning of human life is theology as presented through religious and spiritual education. Religious and spiritual formation is integral to Jesuit education; it is not added to, or separate from, the educational process.”

### **Christian Service Program (CSP I to IV)**

#### **Cycle One and Cycle Two-Year One and Two**

A distinguishing characteristic of Jesuit education is to help students realize that individual talents are to be developed for the good of the whole community. Students are **encouraged to use their gifts in the service of others** out of love for God.

In order to promote an awareness of “service to others”, Loyola requires students in Cycle One and Cycle Two-Years One and Two (Secondary 1-4) to successfully complete a “service” course as part of their curriculum. This course includes the service itself (before and after Christmas), as well as, a reflection paper on the students’ experiences. Though this course is not as heavily weighted academically as other courses, failure to completely and adequately fulfill the requirements of this course will result in an overall failure of the course, and will be treated as any other subject in this respect. Students may not be promoted to the following academic year without the successful completion of CSP I to IV in both terms (before and after Christmas).

**It is entirely a student’s responsibility to find acceptable service projects.** However, students at Loyola are fortunate in that the school receives many requests for help from community organizations and parishes, and students are encouraged to take advantage of these opportunities when they arise.

**Students are required to choose a variety of types of service work over their 4 years in this program:**

- Serving the wider communities (cancer fundraisers, sports tournaments, community days, etc.)
- Serving others in a teaching role (peer-tutoring, after-school programs, coaching, Faith First, etc.)
- Serving the Church or faith communities
- Serving the Loyola school and community
- Serving the poor and marginalized of society **directly** (disadvantaged, sick, elderly, physically or intellectually-challenged, etc.)

### **Christian Service Program (CSP V)**

#### **Cycle Two-Year Three**

In Cycle Two-Year Three, the service component is more in-depth. (For a full description of CSP V, please refer to the preamble in the Cycle Two-Year Three Religion program description.)

## **RELIGIOUS AND ETHICAL STUDIES      Cycle One-Year One**

The program is designed to begin exploring the Christian story as recorded in scripture and key elements of religious traditions. Students are introduced to Biblical exegesis and the core elements of the Christian Faith through an overview of the main events in Salvation History. The themes of rites and rules, as well as the ethical issues of freedom and social order, will be dealt with as we progress through the course material. The program introduces students to our Christian heritage in the Hebrew Scriptures. Beginning with the Genesis creation stories and proceeding through Abraham, Moses, David and the Prophets, the students explore the key events leading up to the coming and the life of Jesus.

## **RELIGIOUS AND ETHICAL STUDIES      Cycle One-Year Two**

The Cycle One-Year Two program examines the development of the basic beliefs and practices of Catholicism. As part of the exploration of religious practices, the course will also examine how these practices

have developed as part of Quebec society. The course explores the meaning of faith and belief in God in general and specifically how these ideas are expressed in the Catholic Faith. Key topics include: religious practices and beliefs, catechism and moral codes, Divine Revelation, the Seven Sacraments and an introduction to Catholic morality and the concepts of autonomy and inter-dependence.

### **RELIGIOUS AND ETHICAL STUDIES      Cycle Two-Year One**

The course presents a concise history of the Catholic Church, covering the development of Catholic thought and action over the past two millennia. The course addresses how the Catholic Church was impacted by its interactions with Judaism, Islam, the Orthodox and Protestant churches, Native spirituality and the religions of the East. It addresses the development of Church teaching and practice, church-state relations, and the evolving Church response to things such as war, slavery, the status of women and people of other faiths.

### **RELIGIOUS AND ETHICAL STUDIES      Cycle Two-Year Two**

This course on Catholic Moral Teaching is designed to explore some major existential questions such as: “What kind of person am I becoming, and what kind of person do I want to become?” While it centers on Jesus as the model of full humanness, it exposes students to some of the major ethical values and beliefs in our society. Topics in this course include: the Catholic vision of morality, moral decision making, good and evil, conscience, justice, honesty, respect for persons, the meaning of human life, compassion, sexuality, and peacemaking.

### **RELIGIOUS AND ETHICAL STUDIES      Cycle Two-Year Three**

This course first involves a comparative study of the major world religions of the world. Students examine religious praxis, sacred stories, myths, and rituals found in religious cultures. Basic philosophical and religious questions involving the role of faith, the existence of God, the meaning of life, the reality of good and evil, and love and suffering are discussed. The second half of the course investigates the justice dimension of faith by exposing students to the social teachings of the Catholic Church and their application to contemporary issues such as discrimination, human trafficking, economic and cultural globalization, workers’ rights, civic responsibilities and environmental issues. It contrasts the Church’s response with secular reactions and those of other concerned parties.

### **CHRISTIAN SERVICE PROGRAM V      Cycle Two-Year Three**

The Christian Service Program (CSP V) is a compulsory program for all Cycle Two-Year Three students, and is **a requirement for graduation**. CSP V provides an opportunity for students to experience the active dimensions of faith and justice by reaching out and working directly with people in need. During the semester in which the student is enrolled in CSP V, he will serve with a Community organization, which provides assistance to some of the marginalized people in our society. The student must serve at the placement assigned to him by the CSP Director. The period of service is during either the term before or after Christmas for roughly 2 hours a week over the course of 12 weeks (a minimum of 24 hours of service), or as dictated by the needs of the placement. Reflection Papers on his experiences, group discussions and a final group presentation are also compulsory components of the course.

**Note:**

In order **to be eligible for the Loyola Diploma**, the student must receive a satisfactory evaluation from his placement supervisor. Usually, a satisfactory evaluation indicates that the student has completed at least twenty-four hours of service at his placement and met the placement’s minimum expectations for volunteers.

## SCIENCE

The Science Program is designed to help broaden the students' scientific knowledge by means of hands-on activities and projects that will enable them to integrate what they have learned with environmental concerns. It also develops a broader understanding of the scientific method in both lab and problem-solving skills. Note: a limited number of students, who have demonstrated a superior academic background and a proven ability in Mathematics and Sciences, may opt for the Honours Science program in Cycle Two-Year Two. In order to continue the study of science in Cycle Two-Year Three, a student is required a minimum of 75% in both Applied Science and Technology Cycle Two-Year Two and Science and the Environment Cycle Two-Year Two. In Cycle Two-Year Three, students who choose the science option, take Chemistry and Physics (honours or regular.) These two options are requirements to pursue courses in Health Sciences or Pure and Applied Science in C.E.G.E.P.

### SCIENCE AND TECHNOLOGY      Cycle One-Year One and Two

Cycle One Science and Technology provides students the opportunity to construct a hypothesis, test its prediction by experimentation, identify the different variables, and familiarize themselves with the scientific method. The two-year course develops the student's ability to seek answers to problems, communicate in the language of science and technology and apply their knowledge of science and technology. The units of study are: the living world, earth and space, the material world and the technological world.

### SCIENCE AND TECHNOLOGY      Cycle Two-Year One

The Science and Technology program introduces students to basic anatomy and physiology. Concepts in the material world, such as the properties of matter and waves are explored, as well as the graphical language and mechanical engineering skills in the technological world. Students also learn about the digestive, respiratory, circulatory, excretory, nervous, skeletal, muscular and reproductive systems, with an emphasis on the acquisition of attitudes aimed at understanding and maintaining good health.

### APPLIED SCIENCE AND TECHNOLOGY      Cycle Two-Year Two

This course is a requirement for graduation from high school, and it is a pre-requisite to study Sciences in C.E.G.E.P. It builds upon the scientific concepts studied in earlier Science and Technology courses. Students are also required to apply some of the principles studied in earlier Mathematics programs. This four-credit course examines graphical language, electricity, electronics, magnetism, mechanics, energy resources and environmental topics. The course is subject to a Ministry examination in June. There is an honours section of this course, which explores many of these concepts in greater detail.

### SCIENCE AND THE ENVIRONMENT      Cycle Two-Year Two

During the same year as the Applied Science and Technology Cycle Two-Year Two course (but not concurrently), this two-credit course is a pre-requisite for taking the Science Option courses in Cycle Two-Year Three at Loyola. This course examines the basic concepts of chemistry, including atomic models, the periodic table, molecules, compounds and chemical equations. There is an honours section of this course, which explores many of these concepts in greater detail.

### CHEMISTRY      Cycle Two-Year Three

**Pre-Requisite: 75% in Applied Science and Technology (Cycle Two-Year Two); 75% in Science and the Environment (Cycle Two-Year Two); 75% in NS Math.**

Chemistry is an optional four-credit course intended for students who plan to pursue studies in science

at the C.E.G.E.P. level. Chemistry deals with the study of energy and matter and is a continuation of the Science and the Environment course. Students are further exposed to skills associated with the scientific method, concern for the environment, knowledge of natural phenomena and technology related to chemistry. They are required to apply some of the principles and concepts studied in earlier Science and Mathematics programs. There is an honours section of this course, which explores many of these concepts in greater detail.

### **PHYSICS    Cycle Two-Year Three**

**Pre-Requisite: 75% in Applied Science and Technology (Cycle Two-Year Two); 75% in Science and the Environment (Cycle Two-Year Two); 75% in NS Math.**

Physics is an optional four-credit course intended for students who plan to pursue studies in science at the C.E.G.E.P. level. The physics course content focuses on classical mechanics, the nature of light and optical devices. A good grounding in the fundamentals of Mathematics is essential for success. There is an honours section of this course, which explores many of these concepts in greater detail.

### **SOCIAL SCIENCES**

The overall aims of the Social Sciences program are threefold. Students become socially literate through the acquisition of knowledge of their own geography, history and economy. They develop the tools that will allow them to examine, assess and debate issues and problems related to their own society as well as global issues. Finally, students become informed citizens in order to fulfill their responsibilities as active citizens both at home and in the world. The Social Sciences include three subject areas: Geography, History and Entrepreneurship. The Geography program looks at the impact and restraints of space on society. The study of History enables students to become aware of, and understand the roots of the present, by examining the past. Entrepreneurship examines how society attempts to deal with its limited natural, human and capital resources. Core Social Studies courses are offered in both English and French. The language of instruction is dependant on a student's French placement.

### **HISTORY AND CITIZENSHIP EDUCATION    Cycle One-Year One and Two**

The study of History enables students to become aware of the impact of the past in shaping the present. In order to understand the present, students study the evolution of societies over time, in order to understand how some societies have developed into their present state. In Cycle One-Year One, students explore the cultural, economic, political and territorial aspects from prehistory to Mesopotamia, Ancient Greece, Rome and the Early Middle Ages. In Cycle One-Year Two, students further their study by exploring the Late Middle Ages, the Renaissance, European expansion and the French and Industrial Revolutions.

### **HISTORY OF QUEBEC AND CANADA    Cycle Two-Year One and Two**

The study of Quebec and Canadian history has two aims: to enable students to understand the present based on the past and to prepare students to participate as informed citizens in a democratic, pluralistic and complex world. Through the study of the cultural, economic, political and social history of Quebec and Canada, students are provided with an opportunity to gradually enrich their knowledge base and the conceptual framework they use to understand the social and political environment they live in. Students are also encouraged to take an interest in the issues facing Quebec society, to understand and assume their responsibility as citizens. The course is taught chronologically over two years with the first year covering up to 1840 and the second year from 1840 to today.

## **HISTORY THROUGH SPORTS      Cycle Two, Year One and Two**

This course analyzes the historical role that Sports have played in society. It focuses on the emergence of modern sports and their role in society, paying attention to the connection sports have with social justice, historical moments, race and gender. Students will analyze baseball, soccer, basketball, hockey in order to understand how their evolution over time is connected with relevant historical processes. Students will learn to think historically, which means that they will be able to see how different sports developed over time, and what factors contributed to the way each sport's value and meaning.

## **HISTORY OF WORLD WAR II      Cycle Two-Year Two**

World War II killed more people, involved more nations and cost more money than any other war in history and it was the world's first truly global war, involving over 70 nations in all corners of the world. Students will learn about World War II from a global perspective including the study of the background, key events and results of the war. Topics

## **GEOGRAPHY      Cycle One-Year One and Two**

The study of Geography focuses on a variety of geographic phenomena, and encourages students to reflect upon the consequences of human actions for a territory and for the planet. In Cycle One-Year One, students examine types of territories, with a strong focus on protected territories, territories at risk and heritage cities. In Cycle One-Year Two, students will further their study of territories, concentrating on metropolises, native territories, forestry and energy. Students are encouraged to observe, analyze and interpret the relationship between people and their constantly changing physical environment.

## **THE CONTEMPORARY WORLD      Cycle Two-Year Three**

This course examines the geographic, historical, economic and political dimensions of our contemporary world in order to help students understand international news events and situate them within the complexity of the world today. Students use a geographic perspective, considering the impact of human action on territory or space. Students adopt a historical perspective, examining the elements of change and continuity on society. Taking into consideration the economic dimension helps students understand the choices societies make regarding the organization of trade, production, distribution and consumption. Lastly, the political dimension focuses the students' analysis on the organization of power within societies.

## **FINANCIAL EDUCATION      Cycle Two-Year Three**

Today's world is full of opportunities. As changes occur and our society evolves, those who are well prepared will be able to take advantage of them. The world of money is an area where many people often feel they lack control. Many, if not most, never get much in the way of Financial Education either at school or at home. Our goal is to change and support that for the next generation.

The course will cover topics such as consumption, advertising, credit, savings, personal budget planning, consumer rights, labour force and introduction to the stock market. In addition to becoming familiar with their economic environment, students will take part in a project that will foster the development of entrepreneurial qualities. The project encourages students to use strategies and resources that are of value, not only for entrepreneurs but for all citizens actively involved in their community.

## **PHYSICAL EDUCATION**

The Physical Education program develops skills, fitness, social, emotional and leisure awareness. Students are introduced to a variety of the skills necessary to play team and individual sports and learn to recognize

their personal capabilities and weaknesses. They are encouraged to develop a concept of fair play and sportsmanship; to understand competitive and cooperative activities and to know the difference between them; to appreciate other people's abilities and to interact appropriately with people of different abilities; to control aggression in competitive situations and deal with winning and losing in sport situations. Through fitness training and testing, they experience the components of physical fitness and learn to monitor and improve their own levels of fitness.

## **ARTS AND HUMANITIES**

The goal of the Arts and Humanities Department is to foster the growth of the Renaissance person. In order to encourage students to emulate role models such as Da Vinci, Galileo and Michelangelo, and to be both independent and global thinkers, students are offered a variety of required and optional courses. Cycle One-Year One students are required to take one half-year course of Art and one half-year course of Music. Cycle One-Year Two students are required to select one full-year option, Art or Music. Cycle Two-Year One students are required to select one, two-year arts option (Art, Design, Theatre Arts or Music) and one "other" two-year option such as: Classics, Computer Programming, Media Studies, World Wars. Cycle Two-Year Two students continue with the two, two-year options selected in Cycle Two-Year One. Cycle Two-Year Three students who choose the Humanities Option (rather than the Science Option) must select three courses from options such as: Computer Graphics, Film History, Media Production, Philosophy and World Geography. The courses offered may differ from year to year.

## **ARCHITECTURAL & ENGINEERING DESIGN Cycle Two-Year One and Cycle Two-Year Two**

**YEAR ONE:** The course introduces students to the design process through the lens of architecture and engineering. In the first year, concepts related to classical and neo-classical architecture, along with the fields of structural and mechanical engineering are introduced. Drafting and technical drawing by hand are prominent features in the course, along with various other methods of artistic expression. Students research and present findings and should be independently motivated in long-term projects.

**YEAR TWO:** Utilizing the same approach and methods as the first year of the course, the second year covers modern and post-modern architectural design. As well, students study more advanced concepts in mechanical engineering, while incorporating aspects of computer programming and electrical engineering. There is an increased reliance on digital technology, including the use of programming software and Computer-Aided Design (CAD).

## **ARTS VISUELS Premier cycle, première année**

Le cours d'arts visuels s'adresse à tous les élèves de Loyola de 1<sup>re</sup> secondaire. L'enseignement est donné en français, en un seul semestre, et se veut une introduction à la pratique du dessin et de la peinture, ainsi qu'à l'étude de l'histoire de l'art. L'élève est invité à développer sa créativité, sa capacité d'analyse et sa motricité fine via différentes formes d'expressions visuelles. Au cours de son apprentissage, il travaille sur des projets dirigés, mais réalise également des dessins libres. L'objectif est de lui permettre d'acquérir les bases d'un langage pictural pertinent et de comprendre l'impact des grands mouvements artistiques.

## **ART Cycle One-Year Two**

Students continue their exploration of the visual arts and learn the skill of observational drawing, from still life to portraits, landscapes, gesture drawing, negative space and sighting. Through digital media such as the tablet and Photoshop, students learn to manipulate image and colour and work in different media

and continue free drawing. Students study art history from the medieval period to the late 18th Century and complete research and quizzes.

### **ART Cycle Two-Year One and Cycle Two-Year Two**

The program is divided into independent studio work and art history. Students complete two studio projects from among colour works, drawings and sculptures. While most work occurs during class time, students are expected to complete assignments at home.

**YEAR ONE:** Along with studio work, students examine the history of Modern Western Art, from the Impressionists of the mid-19th Century to the Pop artists of the mid-20th. Students continue work on portfolio free drawings and begin to evaluate their own progress. There are research assignments and quizzes.

**YEAR TWO:** Along with studio work, students examine the unusual world of 20th and 21st Century Postmodern Art. They develop their skills as conceptual artists, with the portfolio reflecting personal exploration. Students write a culminating artist statement, complete research and write quizzes. Students are encouraged to enter the Senior Art Competition that coincides with the Festival of the Arts and Humanities.

### **ARTS - DRAMATIC SPEECH Cycle Two-Year Three**

Dramatic speech is a compulsory art course designed to instill in students self-confidence, poise and advanced skills in public speaking. Students compose and, in front of their peers, present a variety of short speeches, which feature expressive dramatic elements and personal resources.

### **CLASSICS Cycle Two-Year One and Cycle Two-Year Two**

**YEAR ONE:** The Cycle Two-Year One Classics course is designed to provide students with a thorough introduction to the history of the ancient Greeks. Western civilization is based on political, artistic, and intellectual principles, which can be traced from the modern Western world to medieval Europe, from medieval Europe to ancient Rome, and from Rome to ancient Greece. The course begins in pre-history and charts the rise of civilization in Greece, from Homer's Mycenaeans, to the Golden Age of Athens, and culminates with the spread of Hellenic culture into Asia with Alexander the Great. An in-depth study of classical mythology is also a feature of the course.

**YEAR TWO:** This course traces the 1200-year development of classical Roman history from legendary beginnings in the 8th century B.C. through the Republic and Empire stages to the decline and fall amid the rise of Christianity and barbarian invasions in the 5th century A.D. The Roman military, civil engineering, codification of law, architecture, foreign policy, constitutional and political forms are highlighted along with major historical figures and events. The course also focuses on the rise and expansion of early Christianity. Throughout the course, a constant theme is that Roman history is a formative cornerstone of the Western ideological legacy.

### **COMPUTER PROGRAMMING Cycle Two-Year One and Cycle Two-Year Two**

**YEAR ONE:** Students learn basic programming skills using Microsoft Visual Basic programming. Students work with online examples and complete a series of small projects. Students design, develop and publish their own software applications.

**YEAR TWO:** Building on the work in Cycle Two-Year One, students learn higher level programming skills, working with online examples and small projects. Students design, develop and publish their own websites and web-based applications.

## **CROSS CURRICULAR IMPROVISATION      Cycle Two-Year Three**

This course concentrates on developing the students' ability in the art of improvisation across several art forms, as well as for use in problem solving. The three art forms practiced will be music, spoken word and physical movement. No previous experience in either of the mentioned arts is required; the class will introduce basic ideas and the students will develop them during the year. The course encourages the development divergent thinking, and using creativity to overcome obstacles.

## **DIGITAL MEDIA Cycle Two-Year Three**

Digital Media students become immersed in the world of video production, graphic design, photo editing, and web-based technology. They study the techniques used by professional media producers, analyze their effectiveness, and develop their own strategies to implement successful media-based communications.

## **EXERCISE SCIENCE      Cycle Two-Year One and Cycle Two-Year Two**

Exercise Science is a discipline that studies the application of scientific principles and techniques with the aim of improving sports performance. The course incorporates areas of exercise physiology, psychology, motor control and biomechanics, and includes other topics such as nutrition, diet, and performance analysis. This course contains both practical and theoretical content, requires classroom and gymnasium, field, track, weight room time and has cross-curricular benefits in science, math, P.E., and media, as well as a focus on leadership and mentoring. An interest in playing sports alone is not enough to do well in this course. Ability in areas such as Science, Math and English will be necessary as well. The skills and knowledge learned in this course will promote healthy lifestyle habits.

## **EXERCISE SCIENCE      Cycle Two-Year Three**

The course incorporates exercise physiology, psychology, motor control and biomechanics, and includes topics such as nutrition and performance analysis. The course focuses on advance biology concepts and the study of human movement, and factors that influence physical performance and human health and includes both classroom and gymnasium/field/track/weight room time. The course is an extension of the Cycle Two-Year One and Year Two courses, however, involvement in these is not a prerequisite.

## **INDUSTRIAL ARTS      Cycle Two-Year Three**

Industrial Arts provides an introduction to the use of shop equipment and building techniques. Topics include basic drafting, shop safety and the opportunity to construct a variety of small individual and group projects in different materials such as wood, metal and plastic. Throughout this course students identify and describe the safe use of some basic hand and power tools. They learn basic drafting skills to produce both 2D and 3D drawings.

## **INTRODUCTION TO LAW      Cycle Two-Year Three**

This is a survey course in which students will be introduced to fundamental legal concepts and processes and to the various legal systems that influence their everyday lives. Topics will include the philosophy of law and its role in society as well as the practicalities of criminal law, constitutional law, copyright law and contract law. Through reading and class discussion, students will be asked to apply critical thinking skills to these concepts in a number of ways, with an emphasis on persuasive argument. Evaluation for this class is based on reading quizzes, written work, a mock trial, and one major assignment per term.



## **MUSIC      Cycle One-Year One**

This course is compulsory for all Cycle One-Year One students. It lasts one semester and is complimented by a one semester compulsory art course. Students receive a general introduction to the basics of music theory and performance using the recorder to teach these basic skills. Students are taught the skills required to better appreciate music as listeners and performers. They are exposed to the wind instruments of the orchestra, using this exposure to better appreciate music. This exposure is also meant as an introduction to the instruments they may choose to play should they be accepted into the Cycle One-Year Two band class.

## **MUSIC      Cycle One-Year Two**

Students implement the skills developed in the Cycle One-Year One introductory music program. They are taught to play various instruments that make up a wind ensemble (flute, oboe, clarinet, saxophone, trumpet, horn, trombone, tuba, drums and the electric bass). As well, they learn ensemble conventions required in order to develop the cohesion required in a large musical ensemble. They continue to learn music theory but always with a practical application vis-a-vis their performance on instruments. The students develop their skills on their instruments individually and with an ensemble in anticipation of their first public performance at the year-end concert.

## **MUSIC      Cycle Two-Year One and Cycle Two-Year Two**

**YEAR ONE:** Students apply the theory and performance techniques developed in Cycle One-Year Two in developing their skills on the various band instruments that make up a wind ensemble. Students are exposed to repertoire of a higher caliber where their individual technical and intellectual capacities are challenged. Music appreciation is taught as an integral part of the performing skills. They learn to appreciate various genres of music playing rather than studying the musical repertoire. Students are assigned research projects to obtain a better knowledge and appreciation of the history of the instrument they play and important composers and virtuosos who contributed to the instrument's evolution.

**YEAR TWO:** Students apply the theory and performance techniques developed in Cycle Two-Year One in furthering their skills on the various band instruments that make up a wind ensemble. Their individual technical and intellectual capacities are further challenged. Students are encouraged to learn additional instruments and they have the opportunity to play at a higher level with the Concert or Jazz Bands in the extra-curricular program. Students also work on projects designed to expose them to music of different eras.

## **MUSIC AND SOCIETY      Cycle Two-Year Three**

Students will explore music and the influence it continues to have on society and culture, examine various genres, time periods, and learn the codes and conventions of each. Specifically, students will reflect on various songs, albums, soundtracks, artists' background, the song writing process, album art, media (music videos, live concert performance, radio, film, advertisement, etc.) music history, socio-political musical movements and music as counter-culture. Students will further develop their skills in critical formal analysis. This course will use a cross-curricular disciplinary approach to examine music through the humanities, language arts (literary analysis and creative writing), visual arts, media, sociology, history, and political science. Evaluation for this course is comprised of written assignments, presentations, quizzes, reflective writing, work habits, and active participation.

## **PHILOSOPHY Cycle Two-Year Three**

This is a beginner level survey course into Western Philosophy. The goal is to introduce the student to the history and development of the Western Philosophical tradition. Specific thinkers and issues from each of the four historical eras of Western philosophy - ancient, medieval, modern and contemporary - are considered in general, rather than detailed terms. Underlying themes are the relationship between philosophy and other disciplines, such as science, art and religion, and how philosophic thinking differs from other types of thinking.

## **THEATRE ARTS Cycle Two-Year One and Cycle Two-Year Two**

**YEAR ONE:** At this level, the Theatre Arts option is primarily a hands-on course which encourages the students to discover and develop their physical, emotional, intellectual and intuitive/creative skills by becoming involved in all aspects of the theatre, from acting to production. The classroom activities focus on individual and group movement, voice, characterization, improvisation and the writing of monologues, skits and one-act plays. The students are also obliged to demonstrate their skills (as actors, techies, directors, writers and the like) during the annual “Festival of the Arts.”

**YEAR TWO:** At this level, the Theatre Arts option continues to use modified forms of those classroom activities suggested in the Theatre Arts Cycle Two-Year One program, but adds units on character study and script-writing. The Cycle Two-Year Two Theatre Arts students are strongly encouraged to participate in the Loyola Drama productions.

## **WORLD GEOGRAPHY Cycle Two-Year Three**

World Geography is a course designed to expand the knowledge and skills that students acquired in Cycle One. Its global objective is to help students understand the geographic organization of the world. Students look at how human beings have organized or settled different areas on Earth. Increasingly, different cultures and societies must interact and live on our planet, which inevitably has an effect on us and on our environment. This course focuses on the study of human geography, but also looks at physical geography.

# Loyola

