



## Addendum to the Student Handbook and Official Rules of Conduct

The purpose of this addendum is to summarize changes made to the *Student Handbook and Official Rules of Conduct* for the 2020-21 school year at Boys' Latin of Philadelphia ("Boys' Latin" or "the school"). Primarily, this addendum supports the distance learning program operated during periods of in-person school closure. Please see the complete *Student Handbook and Official Rules of Conduct*, available on the school's website, for more information.

### DAILY SCHEDULE

During periods of distance learning, the **Middle School** will operate the following schedule.

Distance Learning Schedule: Middle School*					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00AM - 8:45AM	Advisory	Advisory	Advisory	Advisory	Advisory
8:45AM - 9:00AM	Transition	Transition		Transition	Transition
9:00AM - 10:20AM	Period 1	Period 5		Period 1	Period 5
10:20AM - 10:30AM	Transition	Transition		Transition	Transition
10:30AM - 11:50AM	Period 2	Period 6	Independent Work	Period 2	Period 6
11:50AM - 11:55AM	Transition	Transition		Transition	Transition
11:55AM - 12:35PM	Lunch	Lunch	Office Hours	Lunch	Lunch
12:35PM - 12:40PM	Transition	Transition		Transition	Transition
12:40PM - 2:00PM	Period 3	Period 7	Meetings	Period 3	Period 7
2:00PM - 2:10PM	Transition	Transition		Transition	Transition
2:10PM - 2:55PM	Period 4	Period 8		Period 4	Period 8
2:55PM - 3:30PM		Office Hours			Office Hours

\*Effective December 4, 2020

During periods of distance learning, the **High School** will operate the following schedule. Students are required to attend biweekly seminars from 3:40PM to 4:10PM on Mondays (Grades 9 and 11) and Tuesdays (Grades 10 and 12)

Distance Learning Schedule: High School					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00AM - 8:45AM	Office Hours Independent Work Time	Office Hours Independent Work Time		Office Hours Independent Work Time	Office Hours Independent Work Time
8:45AM - 8:55AM	Advisory	Advisory		Advisory	Advisory
9:00AM - 10:20AM	Period 1	Period 5	Independent Work	Period 1	Period 5
10:30AM - 11:50AM	Period 2	Period 6	Office Hours	Period 2	Period 6
11:50AM - 12:40PM	Lunch	Lunch	Meetings	Lunch	Lunch
12:40PM - 2:00PM	Period 3	Period 7		Period 3	Period 7
2:10PM - 3:30PM	Period 4	Period 8		Period 4	Period 8
3:40PM - 4:10PM	Biweekly Seminar: Grades 9 and 11*	Biweekly Seminar: Grades 10 and 12*			

\*The seminar schedule will be shared with students at the beginning of each trimester.

## ACADEMIC POLICY

### Attendance Policy

During periods of distance learning the school will operate the modified attendance policy, outlined here.

On Monday/Tuesday/Thursday/Friday, Daily Attendance will be taken in Advisory. If a student is late to Advisory, they will be marked tardy for the day. If a student is absent from Advisory, they will be marked absent for the day. Meeting Attendance will be taken during the first five minutes of each class period to confirm access and again in the last five minutes of each class period to confirm completion. Lessons have been structured to include questions or assignments for students to answer or complete during class to ensure engagement throughout the class period. A student's Daily Attendance will be updated based on their Meeting Attendance. If a middle school student is absent from Advisory, but attends four or more of their eight classes, their Daily Attendance will be updated to tardy. If a high school student is absent from Advisory, but attends two or more of their four classes, their Daily Attendance will be updated to tardy. Similarly, if a student attends Advisory, but does not meet the aforementioned Meeting Attendance threshold for their school, the student's Daily Attendance will be updated to absent.

On Wednesday, Daily Attendance will be taken by 8:15AM via email communication with the student's Advisory Teacher at the middle school and at 8:45AM via Schoology/Zoom at the high school. Failure to submit or attend on-time will result in a tardy and failure to submit at all will result in an unexcused absence. Students will be given assignments to complete and submit to their Advisory Teacher by 3:30PM at the middle school and 4:15PM at the high school to confirm their access and completion for the day. Failure to submit the assignment will result in an unexcused absence.

Please see the table below for the attendance codes used during distance learning.

MONDAY/TUESDAY/THURSDAY/FRIDAY		WEDNESDAY	
Attendance Type	Code	Attendance Type	Code
Present Remote Synchronous	PRS	Present Remote Asynchronous	PRA
Absent Remote Synchronous – Excused	ARSE	Absent Remote Asynchronous – Excused	ARAE
Absent Remote Synchronous – Unexcused	ARSU	Absent Remote Asynchronous – Unexcused	ARAU
Tardy Remote Synchronous – Excused	TRSE	Tardy Remote Asynchronous – Excused	TRAE
Tardy Remote Synchronous – Unexcused	TRSU	Tardy Remote Asynchronous – Unexcused	TRAU

Parents of absent and tardy students will receive a call from the school the day after the student was absent or tardy. For an absence to be excused, a student's parent must email the following contact their student's school:

Middle School Administrative Assistant  
Director of Enrollment

Mia Waters  
Janet Ortiz-Cosby

[mwaters@boyslatin.org](mailto:mwaters@boyslatin.org)  
[jcosby@boyslatin.org](mailto:jcosby@boyslatin.org)

Students and parents are encouraged to regularly monitor the student's attendance in PowerSchool. To access PowerSchool, go to [www.powerschool.boyslatin.org](http://www.powerschool.boyslatin.org) and enter the student's Username and Password on the Sign In screen. Please note that parents access PowerSchool using their student's Username and Password.

The School reserves the right to modify the Distance Learning Attendance Policy as needed. Any modifications will be promptly communicated to students and their parents.

### Mandatory College Meetings

Boys' Latin students and their parent are required to attend several meetings outside regular school hours in their junior and senior years. These meetings, which cover topics concerning the college search and application process, financial aid for postsecondary education, and their senior project requirements, are consistent with

the school's mission of preparing students for success in college and beyond. The meetings are listed on the school calendar, and every student is required to attend.

### **Athletic and Extracurricular Eligibility**

During periods of distance learning, Boys' Latin of Philadelphia will operate a modified athletics program that includes eSports. To participate in the Middle School eSports or High School eSports teams, students must meet the minimum academic, attendance, and behavior requirements outlined in the Official Rules of Conduct. Additional requirements may be required.

Other extracurricular activities may be offered, and, in such an event, participation will be optional.

## **OFFICIAL RULES OF CONDUCT**

### **Core Values**

As members of the Boys' Latin community, all students must commit to upholding the school's core values of curiosity, compassion, perseverance, integrity, and courage.

### **Interventions and Consequences**

Students are expected to espouse the core values of the school – curiosity, compassion, perseverance, integrity, and courage – at all times, including periods of distance learning. The goal of all virtual sessions is for students to become an independent learner and critical thinker in preparation for success in college and beyond. Because schoolwork is student-centered, only students should be logged in and using the participant tools. Parents are asked to refrain from providing direct assistance to their student, such as providing answers to problems, during virtual classes and other school-related sessions.

During live virtual sessions, students are expected to:

- Log in to a session individually.
- Arrive promptly at the scheduled time for the session.
- Display their first and last names.
- Turn on the video function.
- Remain on mute unless otherwise directed by the session leader.
- Maintain a professional and appropriate background.
- Participate in sessions with minimal background noise. Consider using headphones.
- Use the chat and other messaging functions for school-related matters.
- Use virtual meeting room features only as directed by the session leader.
- Keep comments and questions specific to the session.
- Be respectful and courteous to others at all times. Use appropriate language.

Students are furthermore expected to use school-provided technology, including Chromebook laptops and mobile hotspots, in compliance with the school's *Acceptable Use Policy* and *One-to-One Laptop Program Policy*. Please refer to these documents, available on the school's website, for the complete list of expectations.

If a student does not meet these expectations, consequences may include holding a disciplinary meeting with the student, their parent, and/or relevant staff member(s); denial of participation to school event/activity; suspension from school privileges; and/or suspension from school depending on the degree and frequency of the infraction.

In the event of one of the following reasons, it may be necessary to remove a student from a live virtual session: offensive behavior, disruptive behavior, inappropriate attire, background music, or obscene language.

## APPENDIX

### Appendix A: Uniform Regulations

Students are required to wear a Boys' Latin of Philadelphia polo shirt (white or maroon) during live classes, meetings, office hours, summits, and other school-related sessions. The school polo shirt must be ordered from the school's official uniform provider, Flynn O'Hara. Please see the school's website for information on how to purchase a uniform. If you need assistance with securing a school uniform, please contact the student's school social worker.

Middle School Social Worker  
High School Social Worker

Kenneth Bourne  
Yolanda Morales

kbourne@boyslati.org  
ymorales@boyslatin.org

### Appendix C: Computer and Internet Acceptable Use Policy

***Student Privacy and Safety:*** Students should be aware of Phishing attempts made against their email accounts on the Internet. Phishing is the fraudulent practice of sending emails pretending to be a reputable source in order to have students reveal personal or financial information. To help spot phishing attempts students should be skeptical of unsolicited emails or emails pertaining to sensitive information. Students should check the sender's email address for any errors and be aware that only Boys' Latin employees and students have emails ending in [@boyslatin.org](mailto:@boyslatin.org) and [@boyslatin.net](mailto:@boyslatin.net). If a student is suspicious of a phishing attempt, since it appears to come from a reputable source, then they should contact that individual through means outside of the Internet (text, phone call, or in-person) in order to confirm validity of said email. If further assistance is required, the student may contact their teacher or the IT Department and for assistance with confirming an email's validity.

### Appendix D: Restorative Practices

#### ***Restorative Practices***

*What is Restorative Practices?*

Restorative Practices is an emerging social science that studies how to build and repair relationships between people and communities. It employs non-punitive approaches to handling conflict, treating misconduct not only as a violation of school policy, but against people and relationships. In RP, students who cause harm admit their offense and commit to making things right with the person or people affected.

*Why Restorative Practices?*

Because it is important that all in the school community understand what it takes to be in cooperative relationships so that teaching and learning can be created, maintained, and repaired if necessary. Studies show that students are less likely to offend those with whom they feel a connection. In the absence of strong relationships there is nothing to restore to.

#### ***Principles of Restorative Practices***

Engaging in Restorative Practices means that each community member aspires to:

1. Consider relationships to be the foundation of a strong community.
2. Establish policies and procedures that cultivate strong relationships.
3. Prioritize healing harm over punishing rule infractions.
4. Honor the experience of those who have been harmed.
5. Bring together stakeholders in the community.
6. Consider growth and learning to be central to meaningful conflict resolution.
7. Share responsibility for growth and learning among all stakeholders.

#### ***Goals for Restorative Practices at Boys' Latin of Philadelphia***

We are implementing Restorative Practices because we believe that:

- Restorative Practices will strengthen relationships between administrators, teachers and students and parents
- Restorative Practices will build social capital and emotional intelligence

- Restorative Practices will ensure that consequences issued are fair and meaningful

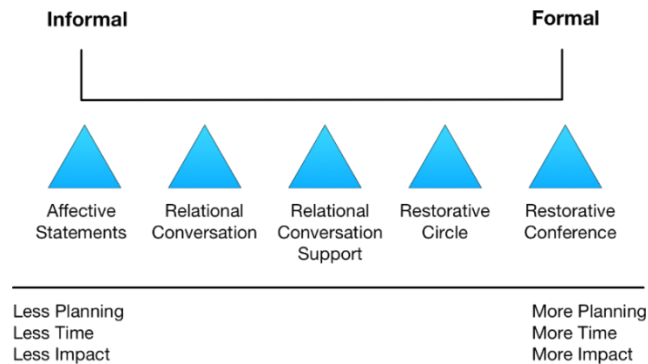
### **Implementation of Restorative Practices**

#### *Classroom Incident*

When incidents that harm others happen in class, faculty members handle the misconduct by first reminding students to follow expectations. If students admit their infraction and correct the behavior, the incident is resolved. If the incident involves a single student, the teacher engages in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the teacher responds in class using an appropriate method, such as a class circle.

### **Boy's Latin of Philadelphia Culture and Continuum of Practice (SCCP)**

The SCCP is designed to apply the goals of restorative practices to culture and discipline.



#### *Affective Statements (building relationships):*

Simple “I” statements that express feelings in response to others’ positive or negative behaviors. The idea is for teachers to connect students with how their behavior is “affecting” or impacting self or others. Using affective statements helps us to specify the behavior that a student is exhibiting and encourage or discourage that behavior while improving or maintaining the relationship between the teacher and student.

#### *Relational Conversation (Step 1):*

A commonsense approach built around the notion that if one needs to correct a young person about a small issue, it might be best to connect with them first. They communicate connecting, caring, values and belief in strength to solve the issue. At this step, teachers address behaviors such as uniforms, disrespect to staff/student, insubordination, class cutting, off task behavior and cell phones. The interaction will be logged into PowerSchool for future review.

#### *Relational Conversation Support (Step 2):*

A conversation led by the Dean of Students or Assistant Principal after a teacher’s effort to correct behavior through relational conversation proves unsuccessful. The teacher will enter a second log into PowerSchool under the title “RCS”. The Dean of Students or Assistant Principal will review the entry and meet with the student after school for 60 minutes.

Relational Conversation Supports are held after school every day. Students who fail to attend will be expected to return to school with a parent to meet with the Dean of Students and/or Principal the following morning.

#### *Restorative Circle (Step 3):*

Requiring more planning, more people and more time, circles are formal restorative responses held for the purpose of building relationships and correcting behavior. At this step, the Dean of Students or Assistant Principal looks for community support with correcting a behavior. Agreements on how to best move forward will be made at the end of the circle that all sides will be expected to observe. Failure to follow them will likely result in an out-of-school suspension.

*Restorative Conference (Step 4):*

Usually reserved for serious incidents, conferences include all stakeholders, bring together the person harmed and the person responsible for causing it., and are held usually after a suspension and before an expulsion.

This purposeful discussion results in a resolution where the person who inflicted the harm takes responsibility through appropriate consequences and restorative actions decided by those impacted. The facilitator documents the infraction and any restorative actions in the student’s file.

Restorative actions might include:

- Verbal or written apology to the person harmed or the community as a whole
- After-school relational conversation support with Dean of Students
- Notice sent home to parents
- Targeted study of actions, norms, and impacts of behavior
- Saturday Service-Learning
- Community service
- Action plan for correction of student behavior

***Restorative Responses to Student Choices***

The following table demonstrates how **minor** infractions are addressed by Restorative Practices.

Major Infractions	Disciplinary Steps and Interventions			
	Step 1:	Step: 2	Step: 3	Step 4:
	Relational Conversation Document in PowerSchool	Relational Conversation Support Dean/AP Referral Contact Parent	Responsive Restorative Circle Led by Dean/AP Parent Participation	Restorative Conference All stakeholders present
Student Pledge	●	●	●	●
Uniform/Dress Code	●	●	●	●
Missing Homework or Classwork	●	●	●	●
Disruption of School	●	●	●	●
Disrespect of Adult Personnel	●	●	●	●
Eating or Drinking Outside Dining Hall	●	●	●	●
Presence in Class	●	●	●	●
Use of Cell Phone	●	●	●	●

The following table demonstrates how **mid-level** infractions are addressed by Restorative Practices. If Restorative Practices and/or other documented strategic instruction and/or intensive intervention have been unsuccessful to address the student’s behavior in question, suspension may be imposed.

Major Infractions	Disciplinary Steps and Interventions			
	Step 1:	Step: 2	Step: 3	Step 4:
	Relational Conversation Document in PowerSchool	Relational Conversation Support Dean/AP Referral Contact Parent	Responsive Restorative Circle Led by Dean/AP Parent Participation	Restorative Conference All stakeholders present
Repeated School Violations			●	●
Attendance Concerns			●	●
Truancy			●	●
Leaving School Without Permission			●	●
Acceptable Use Policy			●	●
Damage/Destruction of School Property			●	●
Dishonesty			●	●

The following table demonstrates how **major** infractions are addressed using Restorative Practices. If Restorative Practices and/or other documented strategic instruction and/or intensive intervention have been unsuccessful to address the student’s behavior in question, suspension may be imposed, with the possibility to dismiss via expulsion.

Major Infractions	Disciplinary Steps and Interventions			
	Step 1:	Step: 2	Step: 3	Step 4:
	Relational Conversation Document in PowerSchool	Relational Conversation Support Dean/AP Referral Contact Parent	Responsive Restorative Circle Led by Dean/AP Parent Participation	Restorative Conference All stakeholders present
Emergency School Safety				●
Harassment				●
Threatening Intimidating a School Official or a Student				●
Simple Assault on Student				●
Fighting				●
Acceptable Use Policy				●
Aggravated Assault on Student				●
Simple Assault on School Personnel				●
Possession and/or Consumption of Illegal Substances				●
Theft				●
Bullying				●
Sexual Harassment				●
Violating the Law				●

# Boys' Latin of Philadelphia Student Handbook

## 2020-21

Academic Policy • Uniform Policy • Honor Code  
Code of Conduct

**Boys' Latin of Philadelphia**  
*A Pennsylvania Charter School*

5501 Cedar Avenue  
Philadelphia, PA 19143  
215.387.5149 (Phone)  
215.387.5159 (Fax)

[www.boyslatin.org](http://www.boyslatin.org)



## Boys' Latin of Philadelphia High School Daily Schedule

Monday			Tuesday			Wednesday			Thursday			Friday		
8:00 - 8:51	1		8:00 - 8:51	2		8:00 - 8:51	4		8:00 - 8:51	6		8:00 - 8:51	7	
8:55 - 9:41	2		8:55 - 9:41	3		8:55 - 9:41	SEM		8:55 - 9:41	7		8:55 - 9:41	1	
9:45 - 10:31	3		9:45 - 10:31	4		9:45 - 10:31	5		9:45 - 10:31	8		9:45 - 10:31	2	
10:35 - 11:20	4		10:35 - 11:20	5		10:35 - 11:20	6		10:35 - 11:20	1		10:35 - 11:20	3	
11:24 - 11:49	5	Lunch1	11:24 - 11:49	6	Lunch1	11:24 - 11:49	7	Lunch1	11:24 - 11:49	2	Lunch1	11:24 - 11:49	4	Lunch1
11:53 - 12:18		Lunch 2	11:53 - 12:18		Lunch 2	11:53 - 12:18		Lunch 2	11:53 - 12:18		Lunch 2	11:53 - 12:18		Lunch 2
12:22 - 12:47		Lunch 3	12:22 - 12:47		Lunch 3	12:22 - 12:47		Lunch 3	12:22 - 12:47		Lunch 3	12:22 - 12:47		Lunch 3
12:51 - 1:31	6		12:51 - 1:31	7		12:51 - 1:31	1		12:51 - 1:31	3		12:51 - 1:36	5	
1:35 - 2:16	7		1:35 - 2:16	8		1:35 - 2:16	2		1:35 - 2:16	4		1:40 - 2:25	6	
2:20 - 3:00	8		2:20 - 3:00	1		2:20 - 3:00	3		2:20 - 3:00	5				
3:05 - 3:50	LA		3:05 - 3:50	LA		3:05 - 3:50	LA							



Name: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

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# Tying a Necktie: Four-in-Hand Knot

Also known as a simple knot, due to the little fuss required to produce it, the four-in-hand is by far the most popular and preferred way to wear a tie and the choice of the world's best-dressed men. It most likely originated from the members of the Four-in-Hand Club in London, who made it fashionable.

## Overview



1. Begin with the wide end on your right and extending about a foot below the narrow end of your tie. (Pictures are mirror images, in other words images are what you would see if you were looking in a mirror.)
2. Bring the wide end of the tie over the narrow (right side to left side).
3. Bring the wide end underneath the narrow end (left side to right side).
4. Bring the wide end of the tie over the narrow again (right side to left side).
5. Bring the wide end of the tie through the back of the loop (left side to center).
6. Hold the front of the knot loose with your index finger; pass the wide end down through the loop (created in step 4) in front.
7. Remove your finger and tighten the knot.
8. Hold the narrow end of the tie and slide the knot up to the collar.

Adapted from: <https://www.oliverwicks.com/article/tie-knots> and <http://www.draycotthotel.com/2015/09/what-knot-to-do-how-to-tie-your-tie/>

# Boys' Latin of Philadelphia Student Pledge

## *English*

- ❖ Education is my birthright. Education is the birthright of all children. Education is the pathway to freedom, the freedom to achieve my personal dreams.
- ❖ Education is the path to justice, justice for every man, woman, and child. Education is the path to power, the power to change the world.
- ❖ Education is the path to joy. The joy of learning is a privilege. Education is my full-time job. It requires hard work.
- ❖ I commit myself this day to focus on my studies, to be an active participant in my learning process, and to always seek guidance from my teachers whenever I need help.
- ❖ I commit myself this day to respect myself and my fellow students, to honor my teachers and the entire school community.
- ❖ I commit myself this day to scholarship and to train my mind and push myself to work hard.
- ❖ I commit myself this day to my family and my community. I make these commitments freely and publicly.

# Boys' Latin of Philadelphia Student Pledge

## *Latin*

- ❖ Educatio ius genere ortum meum est.
- ❖ Educatio ius e genere ortum liberorum omnium est.
- ❖ Educatio ad libertatem via est, quae libertas ut possim conficere proposita privata datur.
- ❖ Educatio ad iustitiam via est, quae iustitia viro cuique et feminae et puero debetur.
- ❖ Educatio ad potestatem via est, qua potestate mutare mundum possum.
- ❖ Educatio ad gaudium via est. Gaudium discendi privilegium est.
- ❖ Educatio officium perpetuum meum est. Dedicationem et opera gravia requirit.
- ❖ Hoc die spondeo intendere animum meum ad studia mea atque me promittere in ratione discendi atque semper quaerere consilium a magistris meis quandocumque egeo auxilii.
- ❖ Hoc die spondeo observare me et condiscipulos meos atque honorare magistros meos et totam civitatem scholae.
- ❖ Hoc die spondeo me eruditioni atque exercere animum meum atque me impellere ut laborem graviter.
- ❖ Hoc die spondeo me familiae meae et communitati meae. Haec obligo libere et aperte.

# Academic Policy

## I. Academic Integrity

Boys' Latin is an institution dedicated to continued academic, personal, and social growth. This can only be achieved when individual members of our institution commit to the community ideal of academic integrity. Academic integrity requires the devotion of all students and staff members. It requires that we understand the connection between true academic growth and honest academic endeavors.

The Boys' Latin community acknowledges the important role of personal integrity in all academic endeavors. In establishing our tradition of academic excellence we must ensure that our accomplishments take place within a climate of honesty, respect, and trust. Therefore, it is our goal that every constituent of our school – students, families, and educators – abide by an honor code that binds us to the goals of academic integrity.

Academic Integrity violations include the following actions:

1. Copying another student's work
2. Copying homework verbally, in written form, or by electronic means.
3. Sharing my homework with a peer so he/she can copy it
4. Copying and/or offering answers on tests or quizzes verbally, in written form, or by electronic means, whether that occurs at home, in the car, on the bus or train, in the classroom, or any other part of the school.
5. Bringing in unauthorized information during class time, including information stored in a calculator or cell phone (i.e. cheat sheets).
6. Offering or receiving information under circumstances when information is not to be shared (i.e. asking about/sharing information that is on a test).
7. Selling answers or study guides to peers.
8. Being part of a learning group and allowing other group members to do all the work
9. Being part of a learning group and not permitting others to contribute
10. Having anyone, including parents, complete assignments and submitting the work as my own.
11. Copying answers from answer guides in texts.
12. Fabricating data, information, or sources.
13. Presenting non-original work as my own.
14. Plagiarizing passages or sentences from texts, reference books, or the Internet
15. Using unauthorized translation tools (i.e. Google Translator, Babblefish)
16. Pressuring other students to violate the Honor Code.

## II. Academic Integrity Pledge

Academic Integrity is a commitment to being responsible for my role in the learning process. It is my commitment to the values of honesty, respect, and

trust. It is my commitment to demonstrating true character in the learning process and in learning interactions in the classroom. Academic integrity is about building a tradition of academic excellence honestly, justly, and fairly. It ultimately empowers me to be a stronger student, an integral member of our school culture, and a productive member of our society. By committing to academic integrity, I maximize my fullest potential in the areas of academic excellence and personal character.

I recognize that academic integrity must serve as the foundation to my academic and social learning. I understand that an education without integrity has less value and provides me with fewer opportunities to develop into a critical thinker and responsible citizen. Likewise, education with academic integrity gives me the chance to develop character, fortitude, and excellence in learning. I understand that academic integrity at our school is only as powerful as I, my peers, my parents, and my educators collectively make it, and I am committed to making it part of the social fabric of our school.

Moreover, I recognize the difference between collaborative learning and academic dishonesty. That is, we at Boys' Latin value working together and learning from one another. We recognize the importance of every learner putting forth effort and contributing to collective purpose. We know that putting our minds and thoughts together can be powerful when done so responsibly and respectfully.

It is important that every member of the school community has a clear understanding of academic integrity. I understand the goals and qualities of academic integrity as well as acts of academic dishonesty.

To assist me in abiding by the Honor Code, my teacher will work to state clearly the expectations for all work. However, if I am still unsure of the requirements for any activity or assignment, to avoid a violation of the Honor Code, I am responsible for checking my understanding with the teacher.

In an effort to uphold the ideals of academic integrity, and in turn, the ideals of academic excellence, I vow not to engage in any of the above listed infractions nor any other action that may be considered academically dishonest. If I do, I understand that I will be subject to the following consequences. More importantly, I understand that I will be sabotaging my own opportunities for continued growth and learning.

### **III. Academic Integrity Intervention and Consequences**

#### **First Academic Integrity Offense:**

1. Student will receive a zero if the offense pertains to homework.
2. Student will re-do the assignment or, if the teacher desires, an equivalent alternative assignment, if the offense pertains to a test, quiz, major assignment, or project. A minimum of a 30% reduction will be applied to the student's new score/grade. It is the student's responsibility to appear for the re-test or submit the re-assigned work. If the student fails to appear for the re-test or fails to re-do the assignment, no credit will be



given for the work, and the student will receive a zero. Students will not be reminded to follow through after the initial arrangement is made.

3. The teacher will notify the parents of the student.
4. The student may meet with social worker to discuss the behavior.
5. The student will be referred to an administrator and Honor Council for further disciplinary action and restoration.

#### **Subsequent Academic Integrity Offense(s):**

1. No credit will be given for the work.
2. The teacher will contact the parents of the student.
3. The student will be referred to an administrator and Honor Council for further disciplinary action and restoration.
4. A conference with the student, teacher, parent, social worker, and/or Principal will be conducted.

If poor academic integrity is documented in multiple classes, it will result in suspension or expulsion.

### **IV. Curriculum Content**

The skills and areas for instruction are contained in the curriculum guidelines prepared for each level. The guidelines are written and revised periodically by a committee of teachers and administrators. Approved national standards and educational research are included in the curriculum guides.

Academic and development reports are distributed for students every trimester. Teachers make progress reports regularly. Parents are encouraged to contact the school for an appointment with the teacher to discuss progress at any time.

### **V. Homework**

Homework is intended to expand and reinforce learning concepts presented in class. Assuming the responsibility for completing homework assignments is part of the maturing process for every student. Though parental interest and care never wane, it is in the interest of the student to take responsibility for the completion of his homework, the development of his student skills, and the development of his organizational systems. Homework is assigned daily and successful completion of each assignment in its entirety is required of every student.

### **VI. Grading Policy**

1. At the end of each trimester, a grade appropriate report card is prepared for each child.
2. A progress report is sent to the parents or guardians of each child midway through each trimester as designated on the calendar.

3. A minimum of three assessments for each subject will be used to determine final grades.
4. Honors and Advanced Placement level courses are weighted. Honors courses received 0.5 added value weight when calculating GPA. Advanced Placement courses receive 1.0 added value weight when calculating GPA.
5. If a student transitions from a non-honors course to an honors level course in the middle of the school year, only the trimester(s) spent in the honors section will receive the added value weight.
6. If a student transitions from an honors level course to a non-honors level course, the grade percentage for the time in the honors level course is increased by 5% to reflect the increased rigor of those studies.
7. Each faculty member evaluates a student's work according to the standards established within academic departments and by the individual teacher. These standard expectations include a high level of class participation, attendance, and a demonstration of the ability to use the concepts that have been taught, as well as consideration of the quality of a student's work and performance on assessments and projects.
8. Honors Designations:

First honors is awarded to a student who achieves a minimum GPA of 3.5 and no grade below B.

Second honors is awarded to a student who achieves a minimum GPA of 3.0 with no grade below C.

9. GPA Scale:

Grade	Numeric Range Equivalent	GPA Equivalent
A	93 – 100	4.00
A-	90 – 92	3.67
B+	87 – 89	3.33
B	83 – 86	3.00
B-	80 – 82	2.67
C+	77 – 79	2.33
C	73 – 76	2.00
C-	70 – 72	1.67
F	0 – 69	0

10. Honors Forfeitures: Students with any "Unsatisfactory" grade in conduct will forfeit their honors designation and any honors privileges.

11. Academic Probation: Students failing two or more classes will be on academic probation.
12. Keystone Preparation: Students in danger of not earning a proficiency score on any Keystone exam will be required to attend Keystone Preparation courses. Placement in these courses will be based on benchmark and Keystone performance.
13. Students who fail any major academic course on the final report card (June) must make up the credit in summer school at their own cost unless the course is offered by the school.
14. Freshmen who fail four or more full-year courses must repeat the year.
15. Sophomores must attain a minimum of 9 credits to become a junior.
16. Juniors must attain a minimum of 17 credits to become a senior.
17. Membership in the BLPCS Honor Society is determined by the first and second trimester grades each year.
18. All grades are calculated using our computerized grading program.
19. Students failing two or more classes are required to attend Saturday School.

## **VI. Attendance Policy**

It is important for students to appreciate the correlation between regular attendance and academic achievement. BLPCS has set an attendance requirement for students. All absences for all reasons, inclusive of full-day and individual class absences, are recorded and charged toward a student's attendance record. Absences occasioned by religious observances or school sponsored activities are recorded but are not charged toward a student's attendance record.

For an absence to be excused a written note or e mail signed by a parent or guardian and specifying a legitimate reason must be presented to the office. For medical appointments documentation from the doctor or dentist office will be acceptable for a medically excused absence. Unexcused absences (truancy) are recorded and charged toward a student's attendance record. At any step in the attendance procedure the student and/or parent may appeal any charged absence.

If a student has lower than 80% attendance (both excused and unexcused absences) for a course, they will not be able to earn credit for the course regardless of their grade. The Principal/Assistant Principal will consider requests for appeals when absences are occasioned by cases of extended illness or extenuating family circumstances. The presence of unexcused class

absences (truancy) in an attendance record under appeal/review will adversely affect the school's decision to grant leniency in such cases.

Teachers are not obligated to accept student work that was due during an unexcused absence or give a student the opportunity to make up a missed assignment or assessment from an unexcused absence. If a student's family does not turn in a parent note, send e mail communication or bring medical documentation for an absence, it will remain unexcused until proper paperwork is turned in.

**TYPE OF ABSENCE:**

**Parent Note:** An absence for which the school is notified by a written note or e mail communication from a student's parent or guardian. A parent note is not acceptable for 3 or more consecutive days absent from school.

**Medically Excused Absence:** An absence for which the school receives documentation from a hospital or medical office for a student's absence. Medically documentation is required for absences of 3 of more consecutive days absent from school.

**Non-Absences:** Missing school for approved school events including a field trip, approved school program, school sporting event or approved college visit.

**MANDATORY COLLEGE MEETINGS:**

Boys' Latin students and their parent are required to attend several meetings outside regular school hours in their junior and senior years. These meetings, which cover topics concerning the college search and application process, financial aid for postsecondary education, and their senior project requirements, are consistent with the school's mission of preparing students for success in college and beyond. The meetings are listed on the school calendar, and every student is required to attend.

## **VI. Early Dismissal**

Students are permitted to have an early dismissal with written parent permission. Parents must email the front office or student must present parent note to the front office.

Inherent in the presentation of the note granting student permission to be dismissed is the parent's understanding that the school is not liable for the welfare of the student once he exits the school. The front office will inform faculty of student's early dismissal. It is student's responsibility to report to the main office prior to early dismissal to sign-out.

## **VII. Schedule Change Requests**

BLPCS recognizes the importance of creating learning environments in which the spirit of community is valued. Teachers and students must work collaboratively to build relationships that bolster student learning. We believe

that students learn best in an environment that is consistent; we believe that students benefit from a classroom community that is stable; and we believe that part of the educational process is learning how to interact and collaborate with a variety of different personalities. Therefore, at BLPCS we work hard to maintain stable classroom communities without changing students' schedules from one class to another based on teacher or stylistic preferences. Once the school year begins, we do not want to interrupt the learning process or the classroom community by switching students from one class to another. Instead, each of our teachers will work diligently with students to provide them with the guidance and nurturing they need to find success.

There are sometimes compelling reasons for schedule changes, and these requests will be presented to the principal. However, before contacting the principal, it is the expectation that the student and/or the parents have discussed concerns with the classroom teacher. If parent/student concerns are not met, parents should notify the principal in writing. At that time, the principal, teacher, parent(s), and student will meet to determine the cause of concern and to develop an action plan to remedy the situation.

When schedule changes are requested due to course preferences as they relate to college admissions or student interests, students must complete a Drop/Add Form, which must be signed by the teacher of the course being dropped; the teacher of the course being added; a parent; the Director of College Advising (seniors only); and an administrator. There are no schedule changes per student requests after two weeks into the first trimester and one week into the second and third trimesters. Only schedule changes deemed necessary by administration and following these deadlines will occur.

## **VIII. Athletic and Extracurricular Eligibility**

Boys' Latin provides an extensive array of extracurricular activities to its student body. These activities are an important component of a student's education, growth, and maturation, and the school seeks to encourage participation to the fullest extent possible. However, as part of the learning experience, students must understand that participation in extracurricular activities is a privilege not a right, and that continued participation carries with it certain obligations.

There are stringent academic requirements to remain eligible for athletic and extracurricular programming. Participating students will receive a three-week review to determine eligibility. The review will assess academics, attendance, and conduct.

### **Academics:**

Students must maintain a trimester GPA of 2.0 to participate in practice and a GPA of 2.3 to participate in games to align with NCAA standards and anticipated PIAA standards.

**Attendance:**

Students may not participate in extracurricular offerings if they have excessive absences or lateness as determined by school administration. Additionally, no student may participate in an athletic game if he was absent the day of the event.

**Conduct:**

Extracurricular participants are expected to behave at both official school functions, at or beyond our community, at private social functions, and within the surrounding community with the same high standards we expect at school. Athletic and certain extracurricular activities take on significance to which additional responsibilities attach. Generally, these activities include leadership responsibilities (often where one must apply or be selected or elected to a position) and/or activities where students represent the school in competitions and other performances viewed by people beyond the immediate school community. For those students who choose to aspire to such positions, there should be the recognition that such participation comes with additional responsibilities. Failure to embrace that leadership and refrain from appropriate conduct, in and out of school, may result in the loss of the privilege to participate in athletic or extracurricular activities.

**IX. Graduation Requirements**

A student must complete a minimum of 25 credits, including 5 credits in English (including credits from English 11 or AP Language, and credit from English 12 or AP Literature or the grade level equivalents), 4.66 credits in math (including 2 credits in either Algebra I, Geometry, or Algebra II or the grade level equivalents), 4 credits in science, 3 credits in history or social science, and 3 credits in Latin. All seniors are required to complete a senior project, which includes both a written and oral component. Per State Law, students may have to pass all Keystone assessments.

Additionally, students must earn 6 Activity Credits. Of the 6 required Activity Credits, 2 must be completed by the completion of 9<sup>th</sup> grade. Students will remain in a 9<sup>th</sup> grade homeroom until they earn the 2 Activity Credits required of freshmen.

Activity Credits may be earned through participation in Leadership Academy, an athletic team, the theatre productions, community service, or an external activity of equivalent time that is approved by the Principal. 9<sup>th</sup> grade students must participate in Leadership Academy a minimum of 2 days per week. (Students may be assigned to a 3<sup>rd</sup> day of non-credit bearing Academic Probation if needed)

The aforementioned programs are credit bearing as follows:

- Sports/AGA = 1 credit per season;
- 1 day of LA = 1/2 credit per trimester;
- 10 hours of approved community service = 1/2 credit

Students must attend a minimum of 80% of all required sessions in order to earn the designated credit. Activity Credit accrual will be reported on student report cards at the completion of each trimester. Students who earn 9 Activity Credits, including at least partial credit during the Senior Year, will receive special honors recognition at the graduation ceremony.

*Note: Valedictorian and Salutatorian honors are determined at the conclusion of the 2<sup>nd</sup> trimester*

## **SENIOR PROJECT REQUIREMENTS:**

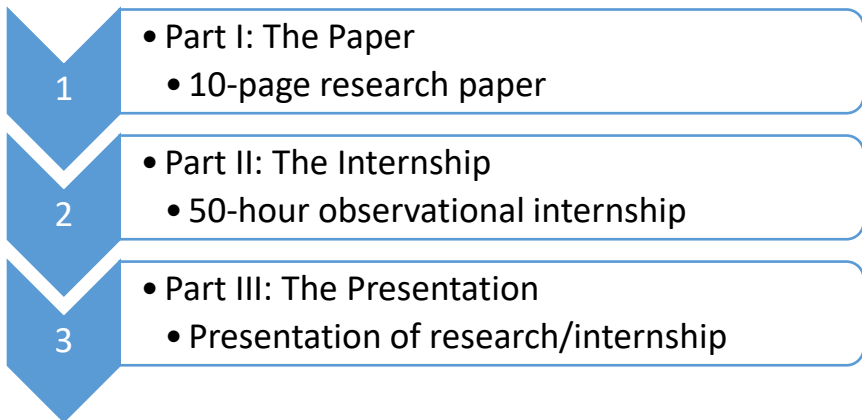
### **1) What is the Senior Project?**

The Senior Project is an opportunity for students to put together all the learning they have done throughout high school to examine and research topics that are important to them. The senior project is a 3-part independent research project. Each student picks a topic that interests him, usually related to his desired career.

Part 1: Students create, research, and answer a question related to their topic in a research paper.

Part 2: Students complete a 50-hour internship at a company/organization that relates to their research paper.

Part 3: Students present what they have researched and observed in a formal presentation to a panel of teachers and other students.



The Senior Project is an opportunity for each student

- to apply personal interests to real-world experience
- to choose and research a topic of individual importance and interest
- to integrate personal interests and goals with empirical data in a research project
- to develop research and writing skills for college and beyond
- to observe and experience working in his desired career field
- to make professional connections for the future\
- to practice professionalism and learn professional etiquette in his desired career field

- to present his research and observations to teachers, peers, and younger students
- to improve public speaking and presentational skill

## 2) Senior Project Requirements and Grading Policies

### **Requirements:**

- Complete the Senior Project in order to graduate.
- Complete all three parts of the Senior Project in order to pass the project.
  - 10-page research paper
  - 50-hour observational internship
  - Presentation of research and experience to a panel of teachers/students
- Be approved by his mentor, CEO or Principal, and Director of College Advising before going on his internship.
- Earn a passing grade on final draft of the research from his mentor.
- The CEO or Principal must establish that he is on track to complete all graduation requirements. If a student is in danger of failing any of these required credits, he will not be approved to go on his internship.
- Complete the Director of College Advising's college or post-graduation preparedness checklist:
  - ❖ If he is going to college after graduation:
    1. Need to have been accepted to at least one college, or applied to at least one safety school
    2. Need to have completed all financial aid paperwork
    3. If he has chosen a school, need to have sent in deposit and intent to enroll
  - OR
  - ❖ If he is NOT attending college after graduation:
    1. Need to have planning meeting with Mrs. Bonner

### **Grading Policies:**

- The project will count as the final exam grade for students' senior English course
  - Students must pass the final exam for their senior English course
  - Students cannot graduate without passing their senior English course
  - Therefore, students must pass the project in order to graduate
- The total point value for the project is 250 points
  - The paper is worth 180 points
  - The internship is worth 35 points
  - The presentation is worth 35 points



- Standard policy across all portions of the project is that students can only receive reduced credit for late submissions.

For example, if a student submits the research paper late, a mentor will grade the paper according to the rubric. Once this score is given, it will then be multiplied by 0.8 to get the final grade. A paper that earns a score of 160 but is submitted late would ultimately be counted as a 128 ( $160 \times 0.8 = 128$ ).

***A Note on “Walking Privileges”:***

- Graduates must fulfill ALL graduation, academic, and discipline requirements in order to “walk,” i.e., participate in Graduation Exercises.
- No student who has failed to meet any graduation requirement, e.g. Senior Project, etc. will be permitted to “walk” at graduation.
- No student found cheating on his Senior Final Exams will be permitted to “walk” at graduation.

# Official Rules of Conduct

## Core Values:

As members of the Boys' Latin community, all students must commit to upholding the school's core values of curiosity, compassion, perseverance, integrity, and courage.

### Curiosity | *Curiositas*

Asking questions and pursuing new knowledge and understandings are at the heart of learning.

### Compassion | *Misericordia*

True learning occurs in an environment that is nurturing and accepting of individual differences and experiences. Celebrate uniqueness and employ language and actions that are grounded in respect. Maintain a welcoming environment for all.

### Perseverance | *Constantia*

It does not take special ability to learn but that it does often require hard work and persistence.

### Integrity | *Integritas*

A man is whole when he is honest with himself and others. Put forth a total effort inside and outside of class each day.

### Courage | *Virtus*

Live and lead by example, stand up for what is right, take risks, and view mistakes as learning opportunities.

## Honor Pledge:

As members of the Boys' Latin community, we are committed to upholding the school's core values of curiosity, compassion, perseverance, integrity, and courage. Each day, we dedicate ourselves to honoring our community and we encourage our brothers to do the same, striving to act with compassion, respect, and responsibility at all times.

Therefore, a Boys' Latin student pledges the following:

I will comport myself with honor at all times. I will not lie, cheat or misrepresent the work of others as my own.

I will commit myself to the Boys' Latin community and treat all members of that community and their property with respect.

I will encourage my Boys' Latin brothers to act honorably, too. I will not tolerate infractions of the honor code. I will treat those who do violate the code with compassion and encourage them to re-establish themselves as honorable members of our community.

## Interventions and Consequences:

As a school community, we recognize the need to teach our Core Values as a daily practice. Through interventions and consequences, students are provided an opportunity for reflection and restoration when our Core Values are violated. Our focus is on how an action caused harm to our community and how to restore this harm with other students or teachers.

Intervention	Consequence
Student is provided verbal redirection and opportunity to restore harm	Service Work
Student is provided Reflection Sheet and opportunity to restore harm inside the classroom	PowerSchool log entry Teacher phone call Detention with classroom teacher
Student is provided Reflection Sheet and opportunity to restore harm with support from SSO, Dean of Students, or Principal	PowerSchool log entry SSO, Dean, Principal phone call Community Detention (3-4pm)
Student is provided Peer Mediation to resolve conflict with another student	PowerSchool log entry SSO, Dean, Principal phone call Scheduled Peer Mediation
Student meets with Honor Council to restore integrity violations	PowerSchool log entry SSO, Dean, Principal phone call Scheduled Honor Council hearing Disposition to restore harm

When student behavior is more serious, causing continual or substantial harm to our values of brotherhood, integrity, or scholarship, consequences include:

- Meeting with Principal/Dean/Student Support Officers
- Alternative learning space for individual work
- Loss of Dining Hall privileges
- Loss of extra-curricular (sports, trips, clubs) activities
- Referral to mandatory counseling/substance abuse program
- Community restoration projects
- In-School Suspension
- Saturday Detention
- External Suspension
- Loss of Technology Privileges
- Probationary Contract
- Notification of the Philadelphia Police Department
- Recommendation for Expulsion

## Honor Council:

Our Honor Council is a group of students who listen to students who have violated our core values (brotherhood, integrity, and scholarship) and the people who have been harmed. The Honor Council then creates a plan so

students can make amends to the school community and individuals they have harmed.

## **Peer Mediation:**

Peer Mediation is a student-led, conflict resolution program. Students are trained as unbiased mediators to talk through and support students to develop their own solutions.

## **I. Scope of Rules of Conduct**

### **These Rules Shall Apply To Any Conduct:**

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when the school is being used by a school group;
- On or off school grounds at any school activity, function or event or transport thereto;
- Traveling to and from school, including actions on any school bus, van or public conveyance.
- Away from school if resulting from school, including but not limited to fighting, personal and telephone or e-mail threats, harassment, or stalking.

## **II. Definitions**

### **The Following Definitions Apply To The Rules Of Conduct:**

- **Student:** a person, adult or minor, enrolled in the Boys' Latin of Philadelphia Charter School (BLPCS)
- **Parent:** Legal caregiver of a minor child or court-appointed guardian, including DHS workers and/or group home employees as identified at time of admission or amended in writing thereafter; or an emancipated minor (DHS/court proof required).

## **III. Extensions to the Rules of Conduct**

### **A. Search and Seizure:**

For the safety of the entire school community, BLPCS reserves the right to search students and their belongings and/or lockers in the event the school reasonably suspects that a prohibited substance or object is contained on the person, or in their locker, or their belongings. This includes, but is not limited to, students opening book bags, emptying pockets, or searched with a metal detector wand.

If a student is found in the possession of items that are illegal or prohibited, the student will be receive an appropriate school offense, the Philadelphia Police Department may be notified; the student may be held for the police, and charges may be pressed. Any student who

refuses to cooperate with school authorities is subject to expulsion from BLPCS.

**B. Conduct of Friends and/or Family:**

A student may be held responsible for the conduct of friends or family on school property or at school sponsored events. Advise friends and family that loud music, obscene or offensive language, and displays or threatening behavior may result in disciplinary action against the student.

**C. Student's Right to Go to Office:**

Students must be in class at all times in order to ensure their academic success. However, if an extenuating circumstance arises, and a student feels that he has a concern that may lead to a more severe problem, the student may execute his right to leave class and report immediately to the school office to discuss or prevent a problem. This right must be used with the utmost discretion. The student must report directly to the main office and may speak to the Principal, Assistant Principal, SSO, or Social Worker/Counselor.

### **III. Rules of Conduct**

**General Statement:**

As students have the responsibility to uphold our core values of scholarship, integrity, and brotherhood, no student may engage in any conduct, or encourage any other person to engage in conduct that jeopardizes the health, safety, or welfare of any member of the school community or in any conduct that disrupts or undermines the basic educational mission of the school.

Any student who acts in disorderly way or interrupts the educational process is subject to arrest for disorderly conduct and other disciplinary action. Any student who engages in a fight, or encourages others to fight, is subject to arrest and other disciplinary action for disorderly conduct, simple to aggravated assault, including terrorist threats.

***Act 26 of 1995 (The Safe Schools Act):***

Act 26 creates a mandatory one-year expulsion for the possession of weapons on school property, including buses and school-sponsored events. It requires parents to provide a sworn statement upon registering their child in a school as to whether the child had previously been suspended or expelled from another school. Act 26 also requires schools to maintain records on acts of violence and weapon possession and to forward student discipline records when a student transfers to another school.

***Act 29 of 1995 (Truancy):***

Act 29 provides for a \$300 fine and allows the court to impose parent education classes and community service sentences for parents of a truant child who do not show that they took responsible steps to ensure the child's school attendance. It provides that the parent and child must appear at a hearing

before the district magistrate. Act 29 also provides a truant student may lose his driver's license for 90 days for a first offense, 6 months for a second offense.

***Act 33 of 1995 (Delinquent vs. Criminal Acts):***

Act 33 provides that any person age 15 or old who commits a violent crime and either (a) committed the crime with deadly weapon or (b) as previously been adjudicated delinquent for a violent crime, will automatically be tried as an adult in the criminal justice system.

***Act 93 of 1995 (Blood Alcohol Content of Minors):***

Act 93 creates a summary offense with a fine of \$100 for any person under the age of 21 who operates a motor vehicle with any alcohol in their blood stream. The new summary offense is in addition to the loss of driving privileges and other sanctions allowable under current drunk driving laws.

**LEVEL 1 OFFENSES:**

**1.1 Uniforms/Dress Code**

*(Summary below, the full Uniform Policy is included in Appendix A)*

Our uniform teaches students how to prepare for college and career success, a symbolic picture of belonging to the BLPCS brotherhood.

The fall and spring uniform includes: BLPCS white polo shirt, dress pants, black belt, dress shoes, and black socks.

The winter uniform includes: blue Oxford dress shirt, BLPCS tie, black socks, dress shoes, black belt, and blazer/cardigan.

Students are required to arrive "uniform ready," arriving to school wearing: black socks, dress pants, black belt, and uniform shirt (BLPCS white polo shirt, blue Oxford dress shirt and BLPCS tie).

Students may store their uniform shoes and blazer/cardigan in their locker; however, students must wear the rest of the uniform to school in the morning. Students will be checked at the door and required to return home if they are not uniform ready.

**1.2 Student Pledge**

Each student is required to know the English version of the Student Pledge of Responsibility in its entirety beginning October 1<sup>st</sup> of his freshman year. Each student is expected to know the Latin version of the Student Pledge of Responsibility in its entirety by the end of his junior year. Students must be able to recite it upon request: as a daily practice, at School Summits, and other school events.

**1.3 Missing Homework or Class Work**

A student may not directly or indirectly refuse to do assigned homework or class work. The mission BLPCS requires students to

develop the skills of classroom concentration and academic persistence to achieve our goals.

#### **1.4 Disruption of School**

To encourage a positive brotherhood, students must not use language that is profane, obscene, racist, sexist, homophobic, intentionally disruptive or libelous; or possess items that contain language/images that are disruptive as profane, obscene, racist, sexist, homophobic, or libelous.

No student will engage in reckless activities including play-fighting, throwing objects, or any other inappropriate contact with another student (including slapping, hitting, grabbing, etc.).

A student will not express on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school in the school building overt sexual affection; this includes, but is not limited to, kissing, hand holding, notes, suggestive dancing.

Students may not gamble in any form, whether by card games, making wagers, or any other form of betting.

A student will not by use of force, noise, coercion, threat, intimidation, fear, resistance, or any other conduct that intentionally or recklessly causes the substantial and material disruption or obstruction of the lawful mission, purpose, or function of BLPCS.

Finally, a student must not willfully encourage others to commit actions that are disruptive to our brotherhood and scholarship.

#### **1.5 Disrespect of Teachers and Adult Personnel**

At no time may a student express with words, gestures, or body language disrespect for a teacher, SSO, adult supervisor, employee or volunteer of BLPCS, or on a school-related activity, any adults taking part in the activity. In addition, a student must not disobey the lawful instructions of a teacher, administrator, tutor, SSO, or any adult staff member or volunteer of BLPCS.

#### **1.6 Eating or Drinking outside Dining Hall**

Eating, drinking, or chewing gum is never permitted in classrooms, the lobby or hallways, before class, during class, or after class. Eating is permitted only in the dining hall during designated lunch periods, before and after school. Students may not leave trash or food in the dining hall.

#### **1.7 Presence in Class**

To be an active participant in my learning process, students are required to enter their scheduled classroom prior to the bell. No

student may be in any part of the building or grounds including bathrooms, at lockers, other classrooms, library, computer lab, schoolyard, unless specifically scheduled to be there or has received permission from staff.

Individual students given permission to be in any part of the building other than their assigned class must be provided with a staff issued pass. Any student exercising his right to see the Principal, Assistant Principal, SSO, or Social Worker/Counselor must report immediately to the main school office.

### **1.8 Use of Cellular Phones**

While there is a need for proper and effective communication between students and families, cell phones offer many distractions for students. Research has found that "Even the presence of a cell phone can be distracting enough to affect the performance of tasks, with the detrimental effects increasing as the tasks become more complex" (Faires A, Robbins M, Rollins E, and Thornton B).

Students may not have cell phones/hallways visible in the hallways or classrooms from 8:00am-3:00pm. Students who improperly use their phones/headphones will have discipline consequences.

Families can support the scholarship of BLPCS by contacting their son via the Main Office and should not directly call or text during the school day.

### **1.9 Posting/Selling Materials**

No student may post, sell, solicit or distribute materials or raffles on BLPCS grounds or to/from school grounds without permission of the Principal.

### **LEVEL 1 INTERVENTION AND CONSEQUENCES:**

Verbal and written reflection sheet

PowerSchool Log entry

Contact with family via phone call, email, text, or letter

Meeting with Principals/Student Support Officers

Alternative learning space for individual work

Before/after school detention

Loss of Dining Hall privileges

Loss of cell phone privileges

Loss of extra-curricular (sports, trips, clubs) activities

Mandatory parent meeting

Referral to mandatory counseling/substance abuse program

Community restoration projects

In-School Suspension



## **LEVEL 2 OFFENSES:**

### **2.1 Repeated School Violations**

We believe that students are the architects of their own future (*Faber est quisque fortunae suae*) and that our Code of Conduct provides a guidebook for success in college and beyond. As students learn how to live our Core Values of brotherhood, integrity, and scholarship, they take responsibility for upholding the Code of Conduct and seek restoration after violating the Code of Conduct.

When a student demonstrates an unwillingness to honor their responsibilities of brotherhood, integrity, and scholarship, more intensive interventions of mentoring, training, and disciplinary actions are required.

This also includes failing to report to an assigned Saturday School session, detention, or community service.

### **2.2 Attendance Concerns**

According to research by the U.S. Department of Education, students who are frequently tardy or absent have lower grades, lower scores on standardized assessments, and lower graduation rates (Ekstrom, Goertz, Pollack, and Rock, 1986). As such, BLPCS requires students to remedy attendance concerns through formal attendance hearings and disciplinary actions.

#### **2.21 Truancy**

Any student who misses a day of school without the permission of parent/legal guardian/medical excuse, will be considered truant from school and are forbidden from coming on school grounds later that day (at dismissal, attending sporting events, or other activities).

#### **2.22 Leaving School Building Without Permission**

No student may leave the school premises without both the permission of the Chief Executive Officer (CEO), Principal, Assistant Principal, or their designees, and with permission from a parent/guardian in writing.

### **2.3 Emergency School Safety**

No student may make a false report of an emergency situation or pull the school fire alarm without reason.

Students may not impede the safe exit of students in fire drill or other emergency situation. This includes, but is not limited to, disruption of fire drill by talking, disobedience or inattentiveness.

### **2.4 Acceptable Use Policy Violations**

A student may not violate the Acceptable Use Policy governing all technology affiliated with BLPCS. This includes posing lewd and inappropriate, or illegal conduct.

Additionally, no student may record or post unauthorized photos or videos taken on BLPCS grounds, or record or post unauthorized photos or videos of BLPCS students.

## **2.5 Harassment**

Harassment is the action of annoying or alarming another student through mean(s) of:

- (1) Physical or electronic threats of physical contact;
- (2) Following a student at BLPCS or to/from school activities;
- (3) Hazing or coerced tasks of horseplay, practical jokes, or tricks that are humiliating; or
- (3) Communicating to or about a student using any lewd, lascivious, threatening or obscene words, gestures, or images perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, sexual activity, or mental or physical health or condition.

## **2.6 Threatening or Intimidating a School Official or a Student**

A student may not place another person(s) in fear of bodily harm through threats or intimidation (physical, verbal, written, or electronic).

Intimidation includes secretly or stealthily pursuing others, spying on or watching another person, with or without the intent to harm, frighten, or coerce.

Participating in, or inciting, a riot, or disorderly assembly, is forbidden. This includes, but is not limited to inviting, bringing, or otherwise assembling family or friends to fight, harass, or otherwise threaten other students.

## **2.7 Simple Assault on Student**

A student may not assault another student with hits, punches, kicks, bites, unlawful restraint, or other acts of physical violence. A simple assault is defined as a physical attack by one student upon another where the offender does not display a weapon, or the victim does not suffer obvious severe or aggravated bodily injury involving broken bones, loss of teeth, internal injury, severe laceration or loss of consciousness.

## **2.8 Fighting**

As a brotherhood of students, we will not push, strike, hit, or use violence against one another. A fight, which is defined as a mutual

altercation that requires physical restraint or that results in minor injury or property damage, is a serious breach of our brotherhood.

### **2.9 Damage or Destruction of School or Private Property**

A student will not cause material damage to school or personal property on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school

### **2.10 Dishonesty**

A student may not violate the core value of integrity by lying to staff. This includes any form of dishonesty, untruth, or deceit within the Boys' Latin community. Students must never misrepresent the authorization of a teacher, parent, or other student through forgery on tests, school passes, and/or assignment book signatures.

## **LEVEL 2 INTERVENTION AND CONSEQUENCES:**

All Level 1 Intervention and Consequences

Honor Council Hearing

External Suspension (with the exception of truancy)

Saturday Detention

Loss of Technology Privileges

Probationary Contract

Notification of the Philadelphia Police Department

## **LEVEL 3 OFFENSES:**

### **3.1 Violation of Student Contract**

A student will not violate any standards of expectations stated in a Probationary contract.

### **3.2 Aggravated Assault on Student**

A student may not make an unlawful attack against another student by using a weapon or displaying a weapon in a threatening manner, or assaulting a student so that the victim suffers severe or aggravated bodily injury involving broken bones, loss of teeth, possible internal injury, severe lacerations, or loss of consciousness.

### **3.3 Simple Assault on School Personnel**

A student will not cause or attempt to cause physical injury to any school employee, nor will any student make threats to cause physical injury to any personnel.

### **3.4 Possession and/or Consumption of Illegal Substances**

A student may not possess on his person, in his personal effects, or in any storage or other area in the school any illegal substances of any nature, including but not limited to any narcotic drug, hallucinogenic drug, steroid, growth hormone, amphetamine, barbiturate, marijuana, prescription medications not prescribed to the student, alcoholic beverage, cigarettes or tobacco products, or intoxicant of any kind. A student may not possess items associated with drug use, such as blunts,

roach clips, pipes, rolling papers, or baggies. A student may not use or be under the influence of any of the aforementioned substances or paraphernalia.

If the school has reasonable belief or concern that a student possesses or is under the influence of such drugs or alcohol, the initial determination will be done at the discretion of the Chief Executive Officer (CEO) or Principal and/or Social Worker, Psychiatrist, or Nurse. A drug screening at a licensed medical doctor's office or hospital may be required upon returning to school or prior to returning to school. The student and his family are responsible for the costs of the test.

### **3.5 Theft**

A student may not steal money or property from a student, staff member or visitor of the BLPCS community.

### **3.6 Bullying**

Bullying is a series of intentional electronic, written, verbal, or physical acts,

- (1) Directed at another student or students;
- (2) That occurs in a school setting (on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school);
- (3) That is severe, persistent or pervasive; and
- (4) That has the effect of doing any of the following:
  - (a) Substantially interfering with a student's education;
  - (b) Creating a threatening environment; or
  - (c) Disrupting the orderly operation of BLPCS.

Bullying can be either physical and/or psychological in nature, carried out by a single individual or by a group. The target/victim of bullying can be a single individual or a group of students. The behavior can be either overt or covert in nature utilizing various methods of communication.

Behavior is clearly bullying when:

- (1) There is intent to harm- the perpetrator appears to find pleasure in taunting and continues even when the target's distress is obvious. Mutual "teasing" should not be confused with bullying behavior and;
- (2) There is intensity and duration - the taunting continues over a period of time, and is not welcomed by the target.

### **3.7 Aggravated Offenses**

A student will not engage in, attempt to engage in, or encourage others to engage in, conduct that threatens the health, safety, or welfare of any members of the BLPCS community. Conduct that is considered an aggravated offence includes:

- (1) Deliberate assaults on school personnel where injury results or where a substantial likelihood of serious injury was present, including but not limited to use of a weapon
- (2) The sale or distribution of any narcotic, drug, hallucinogenic, amphetamine, barbiturate, steroid, growth hormone, marijuana, alcoholic beverage or intoxicant. Possession of any of the above substances in a quantity inconsistent with possession for personal use, or under circumstances indicating that possession was with the intent to sell or deliver, is subject to the same disciplinary penalties as are actual sale or delivery
- (3) Arson
- (4) Rape, molestation, voluntary or involuntary deviate sexual intercourse
- (5) Robbery or extortion
- (6) Indecent exposure or indecent assault from a student's physical contact with another person, or exposure toward another person, that involves any intimate or sexual part of the body for the purpose of arousing or gratifying sexual desire in either person, or to intimidate the other person.
- (7) Vandalism that results in the damage to or destruction of school property that substantially disrupts or prevents the school from carrying out any of its primary educational responsibilities or program
- (8) Retaliation or threat of retaliation against a school employee, witness or other for their part in any school investigation, academic or disciplinary proceeding, or in the course of their lawful responsibilities, in which the student's or student's family's conduct takes the form of intentional assault, threats of bodily injury or death, repeated telephone, written, e-mail and/or physical harassment or stalking, or property damage
- (9) Theft of money or property from student, faculty/staff, or visitor valued in excess of \$50.00
- (10) Racist, sexist, or homophobic statements verbal or written, displays, tattoos, or other actions designed to cause severe psychological or physical harm to intimidate students, faculty/staff or visitors
- (11) Possession of a weapon capable of causing death or serious injury, on his person, in his personal effects, or in any storage area provided by the school, such as fire arms, knives and blades two-inches or greater in length, razors, box cutters, BB guns, stun guns, throwing stars, baseball bats, scissors, explosives, or incendiary devices
- (12) Knowledge that a fellow student is in possession of firearms, weapons, illegal substances or any items that could danger his/her safety or the safety of others, but neglects their duty to inform an adult such as a parent, teacher, counselor, SSO, or administrator

### **3.8 Sexual Harassment**

*(Summary below, the full Sexual Harassment Policy is included in Appendix B)*

The creation of/ or maintaining of a sexually hostile environment and/ or any sexual “quid pro quo” is forbidden.

Sexual harassment includes, but is not limited to:

- (1) Commenting about an individual’s body in a sexual way
- (2) Spreading sexual rumors
- (3) Making sexual jokes or telling sexual stories
- (4) Touching, grabbing, rubbing, or hugging in an unwanted or suggestive way
- (5) Staring with a focus on a person’s body or attempting to view a person’s body
- (6) Displaying and/ or distributing sexually obscene or harassing images or videos on electronic devices or other media
- (7) Gesturing with sexually obscene or harassing motions
- (8) Recording a photo/video of someone that is sexual in nature
- (9) Writing that is sexually obscene or harassing

### **3.9 Violating the Law**

Violation of any local, state, or federal law is prohibited and will result in school sanction and appropriate disciplinary action.

### **LEVEL 3 INTERVENTION AND CONSEQUENCES:**

All Level 1 and Level 2 Intervention and Consequences

Recommendation for Expulsion

Internal school disciplinary action will not in any way deprive BLPCS or an individual victim from pursuing any legal remedies available in the Criminal or Delinquency Courts of the Commonwealth.

## **IV. Suspension**

Suspension is the disallowance for a time of permission to attend classes, activities, and all other privileges of attendance at BLPCS.

An Internal Suspension (In School Suspension) is an exclusion from classes, dining hall, and all other student privileges while in attendance at school and completing academic work in an alternative-learning environment. A student will be excluded from school until the parent(s)/guardian(s) or their designee is present for the Reinstatement Meeting.

An External Suspension (Out of School Suspension) is a disallowance of permission to attend classes, activities, and all other privileges of attendance at BLPCS. A student will be excluded from school until the parent(s)/guardian(s) or their designee is present for the Reinstatement Meeting.

A Suspension with Intention to Expel (Suspension with Intent) is a disallowance of permission to attend classes, activities, and all other privileges of attendance at BLPCS. A parent or guardian is required in attendance at the Pre-Expulsion

Meeting. If parent misses the specified meeting date the student will be marked on the following day as Absence Unexcused and will be subject to truancy laws.

### **Reinstatement Meeting:**

Any student suspended from school will be scheduled for a Reinstatement Meeting, which must be attended by the student who must be in full uniform.

A Reinstatement Meeting is an informal hearing for the student and his family to meet with school officials. Reinstatements uphold our core values, providing a means for restoration for violations against the BLPCS community. This involves discussion the circumstances surrounding the suspension, to prepare for the student's restoration with teachers or students, and to allow the student to present his written reflection letter. The Reinstatement Meeting must be held within the first three (3) school days of the suspension. The student and his parents will be notified of the reason for the suspension, and given notice of the time and place of the Reinstatement Meeting.

The school may allow, for Level One hearings, an alternate adult representative. Level Two and Level Three suspensions must be attended by a parent or guardian. Students are required to make up all class work and tests missed during a time of suspension. The time period to make up all missed work may not exceed one (1) week from the date of reinstatement unless otherwise stated by the Principal or Assistant Principal.

Reinstatement Criteria: A student may be reinstated from suspension after he meets the following conditions:

- a. Explains the infraction
- b. Completes the reinstatement letter
- c. Acknowledges responsibility for the behavior
- d. Accepts consequences for the behavior
- e. Agrees to restoration

## **V. Truancy**

### **Truancy Prevention Policy:**

Truancy is defined as three (3) or more school days of unexcused absence during the current school year.

Habitual truancy is defined as six (6) or more school days of unexcused absences during the current school year.

When a student is truant, the attendance officer will notify parents or guardians in writing within ten (10) school days of the child's third unexcused absence that the child has been truant.

If the student continues to incur additional unexcused absences, a student attendance improvement conference will be held with the school principal (or designee), school social worker, student and parents or guardians.

Boys' Latin procedures when a child is habitually truant consists of the following:

- The school social worker will (1) refer the student to a school-based or community based attendance improvement program or (2) refer the student to the Department of Human Services (DHS) for services.
- Boys' Latin does not suspend, expel, or transfer a student due to truancy.

Boys' Latin may also file a citation against the parents or guardians of a habitually truant student in a magisterial district court. Parents or guardians may be subjected to the following penalties per Pennsylvania Law:

- Discretion for judges. The law provides local judges with considerable discretion to impose appropriate penalties in individual cases. For instance, judges now have discretion on whether to forward a student's conviction for truancy to the Department of Transportation (DOT) for automatic license suspension.
- Fines up to \$750. The law significantly increases the amount of money a judge may fine a student or parent for habitual truancy. The law states that a person convicted of habitual truancy may be fined: (1) up to \$300 per offense, with court costs, for the first offense; (2) up to \$500 for the second offense; and (3) up to \$750 for a third and any and all subsequent offenses.
- Jail reduced to three days. The law reduces jail time from five days to three days and adds additional safeguards to ensure that poor families are not jailed for their inability to pay. A judge may jail a parent only if (1) the court makes specific findings that the parent had the ability to pay the fine or complete the community-service and (2) the court finds that parent's non-compliance was willful.
- Referral to DHS for second conviction in three years. If a parent or student is convicted a second time for habitual truancy within three years, the court must refer the child to DHS for services or possible disposition as a dependent child under the Juvenile Act.

## **VI. Expulsion**

### **Expulsion Process:**

A student and the parents/guardians of a student recommended for expulsion is entitled to receive written notice of the reason for suspension and recommendation for expulsion. This written notice will indicate the time and place of an informal hearing, which is an opportunity for the student and their parents/guardians to explain the circumstances surrounding the incident for which the student was suspended. Parents/guardians will have sufficient notice of the informal hearing; it will be set at a time agreed upon by both school administration and the parents/guardians. The student may question witnesses who are present at the hearing, and/or the student may produce witnesses. Tape recording is not permitted at this informal hearing. Similarly, no retained attorneys are permitted to participate in an informal hearing.



Students receiving Special Education services and/or students being evaluated for Special Education services at the time of their expellable offense are entitled to a Manifestation Determination Hearing, prior to an Expulsion Hearing, because expulsion constitutes a change of placement. At a Manifestation Determination Hearing, the school, parents/guardians, and relevant members of the IEP team conduct a review to decide if the behavior of concern is a manifestation of the student's disability. The team must determine if the behavior was caused by, or directly and substantially related to the student's disability, or if it was a result of improper IEP implementation.

As part of continued due process, a formal hearing is required in all expulsion actions, unless waived by the student and his parents/guardians. The student and his parents/guardians will be notified of the charges against the student and the basis for the recommendation for expulsion. Notice of the hearing will be provided in writing, via certified mail, at least 3 days' prior to the date of the hearing. The following due process requirements apply to the formal expulsion hearing: (1) the hearing shall be held in private unless a public hearing is requested; (2) a stenographic record will be made of the hearing, which the student or his parents/guardians can request a copy of at their expense; (3) the student has a right to be represented by counsel; (4) the student has the right to cross-examine any witness presented by the School, the right to testify, the right to present witnesses, and the right to review any written statements made by witnesses against the student. The Expulsion Hearing will be held before the Board of Trustees or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. The Expulsion Hearing will generally be held within 15 days of the initial notification of charges against the student.

An expulsion decision will be provided to the student and their parents/guardians as soon as practicable following the Expulsion Hearing. Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate federal district court.

## **VII. Execution and Interpretation of these Rules**

The first line of execution and interpretation of these rules and regulations is always the individual classroom teacher or supervising adult. All adult employees and volunteers are charged with the carrying out of these rules (See Rule 1.5).

The Assistant Principal is the primary disciplinarian and will be responsible for the execution of the Rules of Conduct, Uniform Regulations, and Academic Policy through reviewing and interpreting student referrals and is the school official responsible for the meeting out of approved corrective actions, including suspensions and suspensions with intent to expel.

The Principal of BLPCS assumes the role of interpreter of the Rules of Conduct, Uniform Regulations, and Academic Policy. The Principal will determine the

disciplinary action and recommend final disposition to the CEO, who will then report the recommendation to the Hearing Officer of the Board of Directors. The Board will review CEO conclusions to ensure that each case has received due process.

# Appendix A: Uniform Regulations

## I. Uniform Regulations

NOTE: The following represents an extension of Rule 1.1 of the Code of Conduct. Waivers of certain Uniform Regulations for medical or religious reasons may be requested in writing from the Chief Executive Officer or Principal.

Uniforms are mandatory for all students. No student may attend class out of uniform. If a student is out of uniform they may be required to return home to get into full uniform before returning to school.

Uniforms are to be worn to all school functions, e.g. Back-to-School Night, Progress Report Card Conferences, Graduations, school ceremonies, etc.

All official uniforms may be purchased at Flynn & O'Hara. If purchasing elsewhere, contact school officials for advice. Only purchases made at the official school uniform provider, Flynn & O'Hara, guarantees that the uniform is acceptable.

Uniforms must fit properly and may not be worn baggy/oversized or too small. Uniform clothing may not be tattered, discolored, or ripped at the seams.

### 1.1a Blazer

A navy blue blazer with gold buttons and the BLPCS emblem sewn on the left breast pocket. These jackets may be purchased from Flynn O'Hara.

### 1.1b Shirt and Tie

Blue dress oxford shirt (buttoned down collar, NO logo on the chest), with long sleeves, tucked in, and official school tie (No clip-on ties permitted). These items may be purchased from Flynn & O'Hara.

### 1.1c Pants

Khaki dress pants: no jeans, Chinos, or slacks.

### 1.1d Belt

Pants must be worn with a plain black belt: no studs, ornamentation, or logos. The belt buckle should also be plain and standard size.

### 1.1e Socks

Black dress socks

### 1.1f Shoes

Black Eastland shoes. Additionally, shoes must be worn properly with foot completely in shoe and with laces tied.)

### 1.1g Ties

School ties are available for purchase at Flynn & O'Hara. Clip-on ties are not permitted.

### **1.1h Hats or Head Coverings**

A student cannot wear a hat, cap, hood or other head covering in school or indoors during any school-sponsored activity whether in uniform or not in uniform. This rule may be waived only for religious or medical reasons; however, the Principal may require evidence of the religious or medical restrictions. This would include, but is not limited to, a signed note on official stationery, by an officially recognized pastor, rabbi, or imam. Students asserting a medical reason must provide a doctor's note signed by a PA-licensed M.D. or D.O.

### **1.1i Hair, Jewelry, and Body-Piercing Regulations**

Excessive jewelry is not permitted. Students may wear no more than one (1) single finger ring per hand no larger than ½ inch in any direction. No gold overlays or ornamentation may be placed on teeth. Visible gold chains are not permitted. No visible body piercing is permitted in school. Hair should be neat, no longer than shoulder-length or neatly kept banded behind the head, and of natural color. No "buttons," pins or ornamentation may be worn on the school uniforms, unless provided by, or approved by, the school.

### **1.1j Accepted Modifications or Alternation of Uniform**

Any student required to alter or modify the accepted uniform policy for reasons of faith must submit a signed letter from either a parent or legal guardian to the Assistant Principal at the conclusion of the first full week of school. Student's whose faith prohibits their pants from touching the ground may have them hemmed to an appropriate length.

## **II. Approved Actions for Uniform Regulation Violations**

A student who is out of uniform may be excluded from the classroom, returning home or waiting for a family member to remedy a uniform violation. Students are advised that repeated violation of these uniform regulations is a Level Two violation (2.1).

Students who on rare occasion may forget or lose their school jackets, or ties may receive a loaner on a first-come-first-served basis, if available from the SSO's Office, and serve a detention. Violations deemed minor by the Assistant Principal may receive a one-time, one-day waiver at the discretion of the Administration

Repeated violations of the uniform regulations in excess of three times in a quarter may result in a parent meeting and suspension

## **Appendix B: Sexual Harassment Policy**

Sexual harassment is any conduct that is sexual in nature and unwelcome as perceived by the victim. Conduct is unwelcome if an individual did not request or invite it and regarded the conduct as undesirable or offensive.

In certain situations, the conduct or the failure to complain does not always mean that the conduct was welcome. (For example, in fear of retribution, a student fails to report an incidence of sexual harassment.)

Sexual harassment may be violent or aggressive, but harassment can also be non-violent and non-aggressive. While sexual harassment can happen in person, it can also happen electronically. Sexual harassers can be fellow students, teachers, principals, custodial staff, coaches, and other school officials. Both victim and the harasser can be either a woman or a man, and the victim and harasser can be of the same sex. In some cases, tangible or obvious injuries may occur. However, an incident of sexual harassment may have occurred even if there is no tangible injury to the individual.

The government generally defines sexual harassment as repeated offenses of unwelcome sexual behaviors. However, as an educational institution, it is important to equip our students with the knowledge of what constitutes sexual harassment. Thus, any infractions as described above will be considered a Level 3 offense and appropriate consequences will follow.

# Appendix C: Computer and Internet Acceptable Use Policy

*Boys' Latin of Philadelphia Charter School*

*Revised: March 28, 2017*

Boys' Latin of Philadelphia Charter School (BLPCS) recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its school. To this end, the Technology Department encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of BLPCS.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, the Technology department adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on BLPCS-owned equipment.

## *Boys' Latin of Philadelphia Charter School Rights and Responsibilities*

It is the policy of the BLPCS to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, BLPCS recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, BLPCS retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to BLPCS-owned equipment and, specifically, to exclude those who do not abide by the BLPCS's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. BLPCS reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

## *Staff Responsibilities*

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of BLPCS.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

## *Student Responsibilities*

1. Use of the electronic media provided by the BLPCS is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other guests at no cost. In order to maintain the privilege, students must agree to learn and comply with all of the provisions of this policy.

## *Student Privacy and Safety*

1. A student should exercise caution, in consultation with a parent or school staff member, before revealing his/her full name, e-mail address, physical address, telephone number, social security number, or other personal information on the Internet. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher and/or parent if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

### *System Security*

1. The security of the schools' computers and/or computer services is a high priority. Any student who identifies a security problem must notify his/her teacher, supervisor, or Technology department immediately. The student shall not demonstrate the problem to others or access unauthorized material.

### *Acceptable Use*

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of BLPCS.
2. Proper codes of conduct in electronic communication must be used. In social media groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
6. From time to time, BLPCS will make determinations on whether specific uses of the network are consistent with the acceptable use practice.
- 7.

### *Unacceptable Use*

1. Giving out personal information about another person, including home address and phone number is strictly prohibited.
2. Plagiarism - Students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When Internet sources are used in student work, the author, publisher and web site must be identified.
3. Any use of the network for commercial or for-profit purposes is prohibited.
4. Excessive use of the network for personal business shall be cause for disciplinary action.
5. Any use of the network for product advertisement or political lobbying is prohibited.
6. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
7. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
9. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
10. The unauthorized installation of any software, including shareware and freeware, for use on BLPCS computers is prohibited.
11. Use of the network to access or process pornographic material, inappropriate text files (as determined by the Technology department), or files dangerous to the integrity of the local area network is prohibited.
12. BLPCS's network may not be used for downloading entertainment software or other files not related to the mission and objectives of BLPCS for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of BLPCS.
13. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
14. Use of the network for any unlawful purpose is prohibited.
15. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
16. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.

17. Establishing network or Internet connections to live communications, including voice and/or video (ie Facetime, Skype, Facebook Live, Twitter Periscope, Instagram, etc.), is prohibited unless specifically authorized by the Technology department.

#### *Consequences for Policy Violations and Miscellaneous Issues*

1. Confiscation/Restriction of Privileges/Disciplinary Action - Violation of policies or rules governing the use of Computers and/or Computer Services, or any careless use of a computer may result in a student's computer being confiscated and/or a student only being allowed to use the computer under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of school policies/procedures or school rules.
2. Required Sharing of Computer Passwords with School Staff – If requested any student to whom a computer is issued must share with the Technology department any passwords, codes, or keys to allow the technology staff unlimited access to any and all materials on the computer. Failure to provide such access may result in disciplinary action and/or confiscation or limitations placed on future use of the computer and computer services.
3. Parent Access to Student Computer - Parents may request assistance from the Technology department in gaining access to their child's computer. Parents are responsible for supervising their child's use of the computer and Internet access when in use at home.
4. Use of Computers by Others - Computers may only be used by the student to whom it is issued or by any family members assisting them with their educational work and consistent with the educational purpose of these computers. All use of computers by all persons must comply with the school's Acceptable Use Policy.
5. Return of Computers - Computers must be returned in acceptable working order at the end of the school year or whenever requested by school staff. Students will also be required to turn in computers before the end of the school year, at which time they will be inventoried, updated as needed, and subjected to search for materials in violation of this policy.

#### *Disclaimer*

1. BLPCS cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. The Technology department has access to all mail and may monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. BLPCS will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by your own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. BLPCS makes no warranties (expressed or implied) with respect to:
  - the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
  - any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. BLPCS reserves the right to change its policies and rules at any time.

## **Appendix D: Restorative Practices**

*See the Addendum to the Student Handbook and Official Rules of Conduct.*

## **Appendix E: Title IX Grievance Process**