



## Student and Family Handbook

2021-22

Boys' Latin of Philadelphia  
*A Pennsylvania Charter School*  
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## **BOARD OF DIRECTORS**

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## **ADMINISTRATIVE TEAM**

Dr. William Hayes	Chief Executive Officer
Colleen Smith	Chief Operating Officer
Jonas Crenshaw	Director of Academics
Ruth Gonzalez	Director of Operations
Rich Gonzalez	IT Systems Administrator

## MISSION

We prepare boys for success in college and beyond, using as our foundation a classical Latin education, the positive influence of brotherhood, and rich relationships. We are a community that values and cultivates critical thinking, personal responsibility, emotional intelligence, and character development.

## VISION

Boys' Latin of Philadelphia is a collaborative community of motivated students, supportive families, and dedicated educators. The school serves as a national college-preparatory model for educating boys by nurturing personal responsibility, emotional intelligence, and character development. We empower students to understand their voice and increase their fortitude, shaping scholars who are successful in college and beyond.

## CORE VALUES

As members of the Boys' Latin community, all students must commit to upholding the school's core values of scholarship, integrity, and brotherhood.

### *Scholarship*

Students will approach their work and studies with grit, curiosity and a growth mindset.

### *Integrity*

Students will act with purpose, self-control, honor, and dedication to the mission.

### *Brotherhood*

Students will demonstrate gratitude, extend support, and interact with social and emotional intelligence.

Each day, students must dedicate themselves to honoring the community and encouraging their brothers to do the same, striving to act with compassion, respect, and responsibility at all times.

## **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.

### *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.

## MIDDLE SCHOOL DAILY SCHEDULE

### *Monday – Friday*

6th Grade		7th Grade		8th grade	
Period 1	8:00-9:07	Period 1	8:00-9:07	Period 1	8:00-9:07
Period 2	9:10-10:15	Period 2	9:10-10:15	Period 2	9:10-10:15
Period 3	10:18-11:23	Period 3	10:18-11:23	Period 3	10:18-11:23
Lunch	11:26-11:56	Period 4	11:26-12:31	Period 4	11:26-11:56
				Lunch	11:56-12:26
Period 4	11:59-1:04	Lunch	12:34-1:04	Period 4	12:29-1:04
Period 5	1:07-2:12	Period 5	1:07-2:12	Period 5	1:07-2:12
Period 6	2:15-3:20	Period 6	2:15-3:20	Period 6	2:15-3:20

### *Early Release Schedule*

6th Grade		7th Grade		8th Grade	
Period 1	8:00-8:47	Period 1	8:00-8:47	Period 1	8:00-8:47
Period 2	8:50-9:37	Period 2	8:50-9:37	Period 2	8:50-9:37
Period 3	9:40-10:27	Period 3	9:40-10:27	Period 3	9:40-10:27
Lunch	10:30-10:57	Period 4	10:30-11:17	Period 4	10:30-11:17
Period 4	11:00-11:47	Lunch	11:20-11:47	Period 5	11:20-12:07
Period 5	11:50-12:37	Period 5	11:50-12:37	Lunch	12:10-12:37
Period 6	12:40-1:27	Period 6	12:40-1:27	Period 6	12:40-1:27

## HIGH SCHOOL DAILY SCHEDULE

Monday Schedule								
Lunch 1			Lunch 2			Lunch 3		
Period 1	8:03	8:52	Period 1	8:03	8:52	Period 1	8:03	8:52
Period 2	8:55	9:38	Period 2	8:55	9:38	Period 2	8:55	9:38
Seminar	9:41	10:11	Seminar	9:41	10:11	Seminar	9:41	10:11
Period 3	10:14	10:57	Period 3	10:14	10:57	Period 3	10:14	10:57
Period 4	11:00	11:43	Period 4	11:00	11:43	Period 4	11:00	11:43
Lunch 1	11:46	12:16	Period 5a	11:46	12:29	Period 5a	11:46	12:29
Period 5b	12:19	1:02	Lunch 2	12:32	1:02	Period 6a	12:32	1:15
Period 6b	1:05	1:48	Period 6b	1:05	1:48	Lunch 3	1:18	1:48
Period 7	1:51	2:34	Period 7	1:51	2:34	Period 7	1:51	2:34
Period 8	2:37	3:20	Period 8	2:37	3:20	Period 8	2:37	3:20

Tuesday - Thursday Schedule								
Lunch 1			Lunch 2			Lunch 3		
Period 1	8:03	8:56	Period 1	8:03	8:56	Period 1	8:03	8:56
Period 2	8:59	9:46	Period 2	8:59	9:46	Period 2	8:59	9:46
Period 3	9:49	10:36	Period 3	9:49	10:36	Period 3	9:49	10:36
Period 4	10:39	11:26	Period 4	10:39	11:26	Period 4	10:39	11:26
Lunch 1	11:29	11:59	Period 5a	11:29	12:16	Period 5a	11:29	12:16
Period 5b	12:02	12:49	Lunch 2	12:19	12:49	Period 6a	12:19	1:06
Period 6b	12:52	1:39	Period 6b	12:52	1:39	Lunch 3	1:09	1:39
Period 7	1:42	2:29	Period 7	1:42	2:29	Period 7	1:42	2:29
Period 8	2:32	3:20	Period 8	2:32	3:20	Period 8	2:32	3:20
Leadership Academy	3:25	4:00	Leadership Academy	3:25	4:00	Leadership Academy	3:25	4:00

Friday								
Lunch 1			Lunch 2			Lunch 3		
Period 1	8:03	8:56	Period 1	8:03	8:56	Period 1	8:03	8:56
Period 2	8:59	9:46	Period 2	8:59	9:46	Period 2	8:59	9:46
Period 3	9:49	10:36	Period 3	9:49	10:36	Period 3	9:49	10:36
Period 4	10:39	11:26	Period 4	10:39	11:26	Period 4	10:39	11:26
Lunch 1	11:29	11:59	Period 5a	11:29	12:16	Period 5a	11:29	12:16
Period 5b	12:02	12:49	Lunch 2	12:19	12:49	Period 6a	12:19	1:06
Period 6b	12:52	1:39	Period 6b	12:52	1:39	Lunch 3	1:09	1:39
Period 7	1:42	2:29	Period 7	1:42	2:29	Period 7	1:42	2:29
Period 8	2:32	3:20	Period 8	2:32	3:20	Period 8	2:32	3:20

Early Release with Seminar								
Lunch 1			Lunch 2			Lunch 3		
<b>Period 1</b>	8:03	8:38	<b>Period 1</b>	8:03	8:38	<b>Period 1</b>	8:03	8:38
<b>Period 2</b>	8:41	9:10	<b>Period 2</b>	8:41	9:10	<b>Period 2</b>	8:41	9:10
<b>Seminar</b>	9:13	9:43	<b>Seminar</b>	9:13	9:43	<b>Seminar</b>	9:13	9:43
<b>Period 3</b>	9:46	10:15	<b>Period 3</b>	9:46	10:15	<b>Period 3</b>	9:46	10:15
<b>Period 4</b>	10:18	10:47	<b>Period 4</b>	10:18	10:47	<b>Period 4</b>	10:18	10:47
<b>Lunch 1</b>	10:50	11:20	<b>Period 5a</b>	10:50	11:20	<b>Period 5a</b>	10:50	11:20
<b>Period 5b</b>	11:23	11:53	<b>Lunch 2</b>	11:23	11:53	<b>Period 6a</b>	11:23	11:53
<b>Period 6b</b>	11:56	12:26	<b>Period 6b</b>	11:56	12:26	<b>Lunch 3</b>	11:56	12:26
<b>Period 7</b>	12:29	12:58	<b>Period 7</b>	12:29	12:58	<b>Period 7</b>	12:29	12:58
<b>Period 8</b>	1:01	1:30	<b>Period 8</b>	1:01	1:30	<b>Period 8</b>	1:01	1:30



# Operations Overview

## SCHOOL CLOSINGS / INCLEMENT WEATHER

In the event of a weather-related emergency or school closing, Boys' Latin typically follows the School District of Philadelphia ("SDP" or "District") closings. There may be an occasion in which we opt for emergency closing that does not follow SDP. Please always tune in to the local radio or television station during inclement weather to determine our school's operational status. Additionally, in the case of weather-related emergencies, Boys' Latin may opt to leverage our school's 1:1 laptop program to provide virtual instruction. This information will be communicated internally to all parents, students, and staff.

## SCHOOL TRANSPORTATION

The School District of Philadelphia is responsible for the transportation of students to and from school. According to the District's policy, students who reside more than 1.5 miles from their respective school buildings will receive yellow bus or SEPTA transportation. Students who qualify for SEPTA transportation will receive SEPTA transpasses.

For additional information regarding the District's transportation policy, parents/guardians can visit the transportation page on the District's website (<https://www.philasd.org/transportation/for-parents/>) or call 215-400-4350 and ask to be transferred to the contact person who handles transportation.

Should a mailing address change during the course of the school year, parents/guardians must notify the school and provide us with a new proof of address.

Boys' Latin may also request a copy of any court order or agreement affecting the custodial rights of parents/guardians. It is important that Boys' Latin understands custodial arrangements in order to determine who is eligible to pick a student up from school and communicate with school staff.

## HEALTH POLICY

The health and safety of students is a top priority of Boys' Latin. Strict adherence to this policy is required from all students and their parents/guardians.

### **Student Illness:**

Students are to remain at home if they have:

- A temperature of 100 degrees or more. Your son should remain at home in bed for the day and should be fever free for 24 hours before returning to school as many children will rebound with a temperature.
- Been diagnosed with a strep infection. Your son should be on antibiotics for 24 hours before returning to school.
- Vomited during the night and into the morning.
- A persistent cough, chest congestion, or discolored nasal discharge.
- Persistent diarrhea during the night and into the morning.
- Red swollen eyes that itch and are draining pus.
- A rash you cannot identify.

All communicable diseases should be reported to the school, even if students develop them over the weekend and are well enough to return the school by Monday. It is important that the school tracks infectious disease occurrences in order to provide parents/guardians with the information about their prevalence and any needed

precautions. The following are some examples of illnesses that should be reported to the health office: chickenpox, strep throat or scarlet fever, pink eye, ringworm, Fifth's disease, impetigo, and scabies.

**Student Medication:**

It is the policy of the school to administer medications only to students with prior written permission from the parent/guardian and physician. A medication administration form may be obtained from school. All students must have a medication administration form on file before medications may be administered to them. Verbal permission over the phone is not acceptable. A new medication administration form must be filled out if there are any changes in the student's medication. All medications must be in the original container, clearly labeled with the student's name, physician's name, medication name, dosage, and frequency. All medications must be submitted to the office. No medications may be kept in the student's desk or locker. At the end of the school year, it is the parent's/guardian's responsibility to pick up any unused medications. Medication left after the end of the school year will be properly disposed of in accordance with school policy. Boys' Latin does not provide pain relievers for students.

**School Illness and Injury:**

If advanced emergency treatment is required, Emergency Medical Services (911) will be called. In the event of minor injuries or illnesses, the school will contact the parent/guardian. If the parent/guardian is not available, the school will call the emergency contacts provided. It is for this reason that it is very important to keep the school updated with current phone numbers and other contact information.

**Health Screenings:**

All Boys' Latin students receive some level of health screening annually. The chart below provides information on the timing and type of screenings provided:

Service	6	7	8	9	10	11	12	Notes
School Nurse Services	X	X	X	X	X	X	X	
Maintenance of Health Record	X	X	X	X	X	X	X	
Immunization Assessment	X	X	X	X	X	X	X	
Medical Examination	X					X		Required on original entry (K or 1 <sup>st</sup> grade)
Dental Examination		X						Required on original entry (K or 1 <sup>st</sup> grade)
Growth Screen	X	X	X	X	X	X	X	
Hearing Screen		X				X		
Scoliosis Screen	X	X						6th grade physical may be used in lieu of 6th grade screen
Tuberculin Test				X				Required on original entry- K or 1st grade. Unless approved to discontinue
Vision Screen-Far Visual Acuity Test	X	X	X	X	X	X	X	
Vision Screen-Near Visual Acuity Test	X	X	X	X	X	X	X	

**Vaccinations:**

The Commonwealth of Pennsylvania requires the following vaccinations for attendance in Pennsylvania schools:

All Grades	Doses	Notes
Tetanus, Diptheria, and Accelular Pertussis	4	First does on or after the fourth birthday; usually given as DTP or DTaP or if medically advisable, DT or Td.
Polio	4	Fourth dose on or after the fourth birthday and at least six months after previous dose given; a fourth dose is not necessary if the third dose was administered at age four years or older and at least six months after the previous dose.
Measles, Mumps, Rubella	2	Usually given as MMR
Hepatitis B	3	
Varicella (Chickenpox)	2	
6 <sup>th</sup> and 7 <sup>th</sup> Grade	Doses	Notes

Meningococcal Conjugate Vaccine	1	MCV; On the first day of seventh grade
Tetanus, Diphtheria, and Acclular Pertussis	1	Tdap; On the first day of seventh grade
<b>12<sup>th</sup> Grade</b>	<b>Doses</b>	<b>Notes</b>
Meningococcal Conjugate Vaccine	1	One does of MCV on the first day of twelfth grade. If one does was given at 16 years of age or older, that shall count as the twelfth grade dose.

By the first day of school, your student is required to have had at least one dose of the above vaccinations or risk exclusion. If a student does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the student must receive that dose within the first five days of school or risk exclusion. If the next dose is not the final dose of the series, the student must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion. If a student does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the student must provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion. All medical plans must be followed or the student risks exclusion.

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/ strong moral or ethical conviction. Even if your student is exempt from immunizations, they may be excluded from school during an outbreak of vaccine preventable disease.

# Culture Overview

## BOYS' LATIN CODE OF CONDUCT OVERVIEW

### *Restorative Justice at BL*

Boys' Latin is committed to the implementation of our code of conduct through the thoughtful use of Restorative Justice as a primary approach when possible. Through the use of restorative practices, we aim to:

- build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way.
- provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right.
- serve the cause of fairness and justice while making a safer school and contributing to social and emotional learning.

### *What Is The Code Of Conduct?*

The Code is an official document of Boys' Latin of Philadelphia that:

- Describes the expectations of all students attending Boys' Latin
- Describes a positive and safe school environment.
- Specifies the rights and responsibilities of students.
- Defines attendance requirements.
- Safeguards the rights of students.
- Defines conduct that disrupts a positive and productive learning environment.
- Standardizes procedures for disciplinary action.
- Incorporates the Board of Director's Policy on possession, use, and distribution of drugs and alcohol. Provisions in the Code of Conduct apply to all students in Grades 6-12. Differences in age and maturity are considered in determining the type of disciplinary action that will be taken. All students have a greater responsibility for their actions as they increase in age. This Code does not restrict the Board's legal/statutory authority to protect the health, safety, and welfare of students and staff. A copy of the Student Code of Conduct is given to each student. Orientation to the Code is held in school at the beginning of the school year. Students' or parents/guardians' questions concerning the Code should be directed to the principal.

### *When Is The Code Enforced?*

The Code is enforced:

- On school property at all times.
- For each student from the time he/she leaves his/her place of residence on the way to school to the time he/she arrives at home after the conclusion of the school day.
- While students are on a school bus or in another vehicle operated for or by Boys' Latin, for any purpose.
- At all school-sponsored events, athletics, and other activities at which school administrators have jurisdiction over students.
- During the continuation of any incident that began at school (including actions using cyber-social networks).

### *Out Of School Conduct*

The Code of Conduct also applies to out-of-school conduct by a student if Boys' Latin personnel believe the nature of such conduct indicates the student presents a threat to the health, safety, or welfare of other students, or to the reputation of Boys' Latin. Such out-of-school conduct shall include, but is not limited to the following:

- Acts of violence and threats of violence that are punishable by law.
- Sexual offenses that are punishable by law.

- The sale, transfer, or possession of drugs that would constitute an offense punishable by law.
- Felony charges.

Additionally, the Principal is authorized to take administrative action when a student's misconduct while going to and from school has a harmful effect on other students, the community, or the orderly conduct of school business. Boys' Latin will be notified by the Attorney General's office and/or law enforcement whenever a student is arrested for committing a felony, even if it has nothing to do with school or has occurred off school property. When the school receives such reports, they will be reviewed and the school will take disciplinary action as outlined in the Student Code of Conduct if it is determined the out-of-school conduct indicates the student presents a threat to the health, safety, or welfare of other students or staff. Boys' Latin will not wait for adjudication of a felony or other alleged violations of law before proceeding with alternative placement or expulsion procedures. Example: If a student is arrested for selling narcotics in the community, he/she may be expelled from school. Students need to realize that out-of-school behavior can result in expulsion from school or placement in an alternative program.

## BOYS' LATIN UNIFORM POLICY

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

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.

Students are required to arrive "uniform ready". Students may wear 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" as described below.

Grades 6-8	Grades 9-12
<p>The <b>fall and spring uniform</b> includes: BLPCS polo shirt, khaki dress pants, black belt, black dress socks, black dress shoes.</p> <p>The <b>winter uniform</b> includes: Burgundy sweater, blue oxford shirt, BLPCS tie, khaki dress pants, black socks, black dress shoes, and black belt.</p>	<p>The <b>fall and spring uniform</b> includes: BLPCS polo shirt, khaki dress pants, black belt, black dress shoes.</p> <p>The <b>winter uniform</b> includes: Navy blue blazer/cardigan, blue Oxford dress shirt, BLPCS tie, khaki dress pants, black socks, dress shoes, and black belt.</p>

A Boys' Latin lanyard must be worn at all times.

A Boys' Latin lanyard must be worn at all times.

**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.

**Burgundy Sweater-** A burgundy sweater with the Boys' Latin of Philadelphia emblem sewn on the left breast. These sweaters may be purchased exclusively from Flynn & O'Hara.

**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.

**Pants-** Khaki dress pants: no jeans, Chinos, or slacks.

**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.

**Shoes-** Shoes must be all black formal dress shoes

**Socks-** No white or tan socks are allowed.

*General Instructions*

Full uniforms are to be worn from the first day of classes to the last day of classes unless otherwise notified by the Principal, Assistant Principal, or Dean.

Uniforms are always required for school trips, etc., unless notified otherwise by the Principal, Assistant Principal, or Dean. If advised that uniforms are not required for a school trip, then appropriate dress clothes may be required.

For regulations regarding labs, sports, or other special circumstances, guidelines will be provided by the building principal or designee.

The following items of student dress will not be permitted:

- Non-Boys' Latin outerwear during the school day
- Hoodies, non-Boys' Latin sweatshirts or sweaters
- Pants that are not khaki in color, sweatpants/warm-up pants.
- Pants that sag below the waist.
- Any gang-related attire
- Bandanas, hats or any head covering (unless given permission for religious/medical reasons)
- Shorts

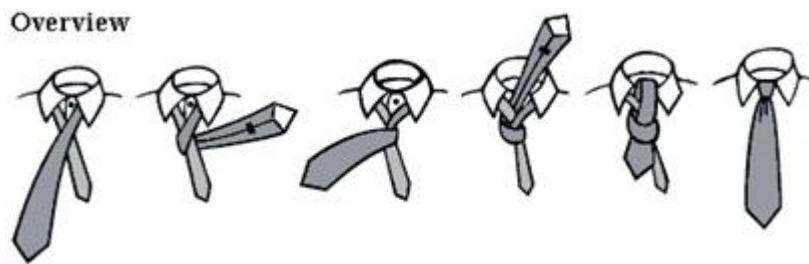
Accepted Modifications or Alternation of Uniform

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.

Boys' Latin reserves the right to modify required common dress during the school year. CHAD also reserves the right to ask a student to change an article of clothing or accessory if that article is distracting students or presents a safety risk.

## 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.



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 [www.oliverwicks.com/article/tie-knots](http://www.oliverwicks.com/article/tie-knots) and [www.draycottotel.com/2015/09/what-knot-to-do-how-to-tie-your-tie/](http://www.draycottotel.com/2015/09/what-knot-to-do-how-to-tie-your-tie/)*

## **ATTENDANCE POLICY**

Boys' Latin requires that school age students enrolled in BL schools attend school regularly, in accordance with state laws. It is critically important to the success of your student that he attends every day.

### ***Excused Absences***

Boys' Latin considers the following conditions to be an excused absence:

1. Student illness when the parent/guardian has provided a written description of the illness within three days of its onset and the total days of absence in any one school year does not exceed ten days. A doctor's note is required to excuse for any absence for illness of three or more consecutive school days;
2. Student illness exceeding ten total school days in one school year, when the parent/guardian provides a note or script signed by a licensed physician describing the illness and substantiating that the illness requires absence from school;
3. Serious illness or death in the family (mother, father, siblings, grandparents, aunts, uncles, cousins, death of a friend);
4. Necessary appointments (doctor, dentist, etc.) that cannot be made outside the school day, upon written request by a parent/guardian and prior approval by the building principal. (Boys' Latin highly encourages scheduling appointments at the beginning or end of the day so that your student misses as little school as possible);
5. Emergencies requiring a student's service or presence at home that can be verified;
6. Required court attendance, upon written request by a parent/guardian and prior approval by the building principal;
7. Educational tours and trips, upon written request by a parent/guardian and prior approval by the building principal;
8. Authorized school activities;
9. Obligatory religious observances of the student's own faith, upon written request by a parent/guardian and prior approval by the building principal; and,
10. Out of school suspension.

All absences will be considered unlawful/unexcused until the school receives a written excuse explaining the reason(s) for the absence, to be submitted within three calendar days of the absence. It is the responsibility of the parent/guardian to ensure that the school receives written excuses within the required time period of three days after absence. Failure to provide a written excuse within three days will result in the absence being counted permanently as unlawful/unexcused

### ***Unexcused/Illegal Absences***

The following conditions are considered by Boys' Latin to be illegal, in which case the absence will be permanently recorded as unexcused:

- No note from a parent/guardian is received by Boys' Latin explaining the absence within three days of returning to school.



- Lack of proper immunizations after the fifth day of school or lack of waiver after the first day of school.
- Other reasons not listed as “Excused.”

## ***Truancy Policy and Program Description***

### **Introduction:**

Commonwealth of Pennsylvania defines compulsory school age as the period of a child’s life from the time the child’s parents elect to have the child enter school and which shall be no later than six years of age until the child reaches 18 years of age. A student is “truant” if the student is subject to compulsory school laws and has incurred three or more school days of unexcused absences during the current school year. A student is “habitually truant” if the student is subject to compulsory school laws and has incurred six or more school days of unexcused absences during the current school year.

As a public charter school in Philadelphia, Boys’ Latin of Philadelphia (“Boys’ Latin” or “the school”) participates in Project Go, a truancy prevention program supporting charter schools and led by the Philadelphia District Attorney’s Office (“DAO”).

### **Response to Truant Students:**

Within 10 school days of a student’s third unexcused absence, the school attendance officer sends a written truancy warning notification letter to the student’s parent/guardian, in the preferred language of the parent/guardian, to inform them that of their student’s truant status and the actions that will follow in the event their student becomes habitually truant.

### **Response to Habitually Truant Students:**

#### ***First DAO Referral and Student Attendance Improvement Conference:***

Following the student’s sixth unexcused absence, the school attendance officer submits the first referral to the DAO via the DAO First Referral spreadsheet. Upon receiving the first referral spreadsheet, the DAO produces and sends an initial warning letter via first class mail to the parent/guardian of the student. The DAO sends a soft copy version of the letter to the school attendance officer for the student’s file.

The school attendance officer also refers the student to the school team. The school team invites the student and their parent/guardian to a Student Attendance Improvement Conference (“SAIC”), giving advance written notice and documenting at least two attempts to notify the parent/guardian via phone. The following individuals are invited to the SAIC: the student, parent/guardian, other support figures, school principal (or designee), school social worker, specialized services staff (if applicable), and recommended services providers. Please note that the parent/guardian may refuse the participation of individuals external to the school. If the student has an Individualized Education Program (“IEP”), a meeting of the IEP team must be convened before the SAIC. During the SAIC, participants work collaboratively to develop a Student Attendance Improvement Plan (“SAIP”) to support the student’s improved attendance by identifying the barriers to school attendance and action steps to eliminate the barrier(s). Please note that the SAIC must be held as scheduled regardless of the family’s participation. In such an event, the SAIP will be shared with the student and their parent/guardian.

#### ***Second DAO Referral:***

The school team tracks the interventions listed in the SAIP and maintains detailed information regarding the student’s attendance. If the student’s attendance has not improved after two weeks have elapsed following the SAIC, the school attendance officer submits a second referral to the DAO by sending the completed DAO Second Referral Spreadsheet and a copy of the student’s SAIP to the DAO. The school attendance officer coordinates a date and time for a representative of the DAO to hold a Family Conference, a meeting with the school team, student, and parent/guardian. The DAO sends an invitation to the Family Conference via first class mail and email to the parent/guardian of the student. The DAO sends a soft copy of the Family Conference Letter to the school attendance officer for the student’s file. Before the Family Conference, the school attendance officer and DAO call the family to remind them of the conference.

The following individuals attend the Family Conference: DAO representative, school attendance officer, student (if they can meaningfully participate), parent/guardian, other relevant school staff, and other support figures. During the conference, the school attendance officer presents a written attendance record including dates and days of absences. Conference attendees identify the continued barriers to school attendance. Typically, a second SAIP is developed, and, in such event, the DAO distributes the second SAIP to the parent/guardian and school following the meeting. If a second SAIP is developed, the DAO and school wait the agreed upon amount of time before reviewing for the next action. Next actions include, but are not limited to, a second meeting with the DAO, additional referrals to community resources, and/or a referral to Regional Truancy Court.

***Regional Truancy Court Referral:***

The school attendance officer submits the SAIP(s), contact log, and attendance record to the DAO. Please note that the student's report card may also be submitted, and the principal's signature may be required. The DAO sends the aforementioned documents to the Department of Human Services and Family Court. The DAO communicates the hearing date to the school. The burden of proof rests with the school. The student, parent/guardian, school attendance officer or other school personnel, DAO representative, and truancy caseworker must attend Regional Truancy Court.

Once the referral is made, the student and their parent/guardian are assigned a truancy caseworker from the community umbrella agency assigned to the school. The school continues to monitor the student's attendance and work with the student and parent/guardian to improve attendance.

Possible outcomes of Regional Truancy Court are:

- Continued: All parties receive notice of next hearing date. Student's attendance must improve.
- Discharged: The student's attendance has improved, or the student withdrew from Boys' Latin.
- Transferred: The case is transferred to Family Court.

***Ten Consecutive Unexcused Absences (Removal from Active Roll)***

Any student who is illegally absent from school for 10 consecutive school days is subject to removal from the active roll of Boys' Latin, resulting in return of the student to his or her home School district, unless either of the following applies:

- The charter school has been provided with evidence that the absence may be legally excused; or
- Compulsory attendance prosecution has been or is being pursued.

22 Pa. Code § 11.24.

***Early Dismissal***

Requests by parents/guardians for the early dismissal of students during school hours may be made in cases of emergency. Emergencies include crises within the family that cannot be managed without the student's presence. Please make routine medical and dental appointments after school hours. Ordinary household or personal matters involving students are also to be handled outside regular school hours. When students must have an early dismissal for medical/dental appointments, and the pupil is out of school for only part of the session, the student is required to provide a follow-up note from the physician or dentist indicating that the appointment was kept.

Students must hand in these appointment slips during morning entry. Boys' Latin will call the parent to authenticate the early dismissal request. Telephone requests for early dismissals will not be honored except in cases of emergency.

Parents/guardians can pick up their child from school if they are listed as a parent/guardian or an emergency contact. To pick up a child, the parent/guardian must stop by the front desk. They will be asked to present a state ID or driver's license to ensure the safety of their child.

***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.

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 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 Board of Directors. The Board will review CEO conclusions to ensure that each case has received due process.

# INFRACTIONS & CONSEQUENCES

## Level I Infractions

<i>Addressed by staff member with documentation of behavior and action</i>	Consequence may include: <ul style="list-style-type: none"> <li>● Demerit issued in kickboard</li> <li>● Parent phone call</li> <li>● Conference with staff member</li> <li>● Teacher or staff issued detention</li> <li>● Loss of privilege</li> </ul>
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Failure to Carry Hall Pass and/or Appropriate ID	Students are required to have their ID cards with them as a part of the school uniform. Additionally, students traveling in the building (outside of normal school- wide transitions) are required to carry a hall pass.
Lateness to Class	Arriving at class after the late bell.
Community Compliance	<p>Community infractions include, but are not limited to, the following list: outerwear and book bags are not appropriately stored as directed by the building administrator;</p> <p>phones, food/drink, and other distractions are visible during sanctioned times and locations;</p> <p>the student is out of their previously assigned seat without permission;</p> <p>the student fails to produce materials needed for class (e.g., pencils, notebooks, books); and</p> <p>the student uses profanity, sexually explicit language, or gestures (in classrooms as well as common spaces such as hallways and the cafeteria).</p>
Disruptive Behavior	Behavior in classrooms and other school building spaces that disrupts the learning environment and prevents others from learning.
Insubordination	<p>Examples of insubordination in classrooms and other school building spaces includes, but is not limited to, the following list:</p> <p>walking/running away from staff or walking out of class without permission, refusing to cooperate in any manner with multiple staff members' requests,</p>
Uniform Violation	Failure to comply with all parts of Boys' Latin's uniform policy.

**Level II Infractions**

<p><i>Addressed by the Dean or building administrator with documentation of behavior and action</i></p> <p><i>Parent contact is required.</i></p> <p><i>A referral with accompanying referral form is required.</i></p> <p><i>Powerschool log entry needed.</i></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> <li>● All consequences listed for level I infractions</li> <li>● Community Service</li> <li>● Restorative Action</li> <li>● Restorative Conference</li> <li>● In-School Suspension</li> <li>● Mandatory Parent Conference</li> <li>● Out of School Suspension</li> </ul>
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Academic Cheating, Plagiarism, and Forgery	<p>Plagiarism is using, without permission, the ideas and writings of another, either word for word or in substance, and representing such as one's own.</p> <p>Forgery is the signing of a document in another's name.</p> <p>Cheating includes deceit, fraud, or deception (e.g., copying another's assignments, assisting another to cheat by lending one's own work, and giving or receiving aid during a testing period).</p>
Repeated Level I Infractions	Defined as on average 3 or more demerits within a given class period or more than 8 demerits within a given week.
Cutting	Skipping scheduled classes or rostered activities and leaving the building without permission.
Persistent Disruption	This is behavior that continually disrupts the learning environment and results in a removal from class.
Persistent Insubordination	<p>This is behavior that results in removal from class. Examples of persistent insubordination includes, but is not limited to, the following list:</p> <p>continued and repeated ignoring of redirection,</p> <p>walking/running away from staff or walking out of the class without permission,</p> <p>refusing to cooperate despite multiple requests</p> <p>refusal to surrender a cell phone.</p>
Elopement	Walking out of class or assigned area/activity without permission.
Disorderly Conduct	Engaging in threatening, violent, and/or tumultuous behavior; making unreasonable noise, using obscene language, and/or making an obscene gesture; or creating a hazardous or physically offensive condition by any act.

Presence in a Restricted Area	Knowingly entering a location of the building where the student is not allowed during the school day (e.g., teacher's lounge).
Physical Aggression	Physical contact (e.g., pushing, shoving, hitting, slapping) involving one or more offenders, where no student is physically injured.
Provocation	Argumentative words, not actions, intended to provoke a violent reaction.
Inappropriate Behavior to Students	Harassing another student through the use of profanity, name calling, horse play, or any other disrespectful language or gestures, without the intent to provoke a violent reaction.
Inappropriate Behavior to Staff	This includes, but is not limited to, any non-threatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner (e.g., "cursing out" a staff member or using obscene hand gestures).
Inciting Violence	Watching, encouraging, or instigating a pre-fight/fight before, during, or after school or through the use of any form of social media.
Damaging or Stealing (Minor)	The act of damaging, defacing, or taking of school or personal property without permission. The damage or stolen items are valued at \$10.00 or less.
Inappropriate Consensual Sexual Behavior	Students who, on school property or at a school-sponsored event and with the consent of witnesses and other participating students, expose or touch their own genitals, breasts, or buttocks, or those sexual parts of another person; or engage in intercourse, oral sex, or simulated sex.
Inappropriate Use of Technology	Inappropriate use of technology includes, but is not limited to, the following list: Sexting,  videotaping fights,  videotaping someone in a place where they have an expectation of privacy, and  posting videos of inappropriate student conduct to a social media site that affects the school community in a negative manner.
Gambling	Betting or wagering for money, favors, or fun.
Obscene Materials or Actions	The possession of materials (e.g., images, objects) or behavioral displays which others would deem offensive or inappropriate in an educational setting.
Possession of Unauthorized materials	Possession of any flammable paraphernalia without the intent to use (e.g., matches, lighters, poppers, etc.).

**Level III Infractions**

<p><i>Addressed by the Dean and/or Administrator</i></p> <p><i>A referral with accompanying referral form is required</i></p> <p><i>Parent contact is required</i></p> <p><i>Powerschool log entry needed.</i></p>	<p>Consequences may include:</p> <ul style="list-style-type: none"> <li>● All consequences listed for level II infractions</li> <li>● Expulsion</li> </ul>
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Theft	Taking or attempting to take the property of another student or school community member.
Bullying	<p>Repeated intentional conduct that is directed to another student or students, in or outside a school setting, that is severe, persistent, or pervasive, and that either:</p> <p>substantially interferes with a student’s education, or creates a hostile learning environment, or substantially disrupts school operations.</p> <p>Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic.</p>
Cyberbullying	Cyberbullying occurs through electronic communication devices including, but not limited to, social networking, email, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dashboards, or websites.
Sexual Harassment/Intimidation	Unwelcome conduct of a sexual nature that can include unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal, or physical conduct of a sexual nature.
Possession or Use of Illegal Drugs, Tobacco, and/or Alcohol and/or Engagement in Illicit Activity on School Grounds	<p>Illegal/inappropriate drug/alcohol possession, use, or illicit activity (selling, storing, producing, or purchasing illegal substances or paraphernalia) on school grounds or at school-sponsored event</p> <p>School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.</p>
Arson and/or Possession of Fireworks and Other Explosive Devices	<p>The malicious burning of another’s property.</p> <p>Students may not possess or use fireworks or the paraphernalia needed to explode them on school grounds or during school activity.</p>

Vandalism	Intentional or reckless damage to, or attempt to damage, the property of another or the causing of damage while committing an act contrary to this code or the law.
Reckless Endangerment	Reckless behavior that could cause injury, including, but not limited to, the throwing of objects (e.g., tables, chairs) and the pulling of fire alarms.
Threatening a Staff Member or Staff Members	Physical, verbal, written, or electronic threat and/or intimidation used to unlawfully place another person in fear of bodily harm through verbal threats, without displaying a weapon or subjecting the person to actual physical attack. This behavior can include, but is not limited to, stalking (i.e., secretly or stealthily pursuing another and/or spying on or watching another person, with or without the intent to harm, frighten, or coerce).
Instigation and/or Participation in Group Assault	Initiation and/or participation, by verbal, written, or physical act, of a simple or aggravated assault by multiple persons on one or more other persons.
Physical Assault	Physical assault involving one or more persons that escalates into punching, wrestling, knocking down, and/or damaging/destroying property.
Aggravated Assault	An unlawful physical attack by one person upon another resulting in serious bodily injury.
Non-Consensual Sexual Misconduct	Attempting or carrying out a non-consensual sexual act with another person. Depending on the nature of the incident, law enforcement officials may be informed.
Firearm, Weapon, or Dangerous Instrument	Possession of any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon on school property or at a school-sponsored event.  Firearms, weapons, and dangerous instruments include, but are not limited to any firearms (whether loaded or not), cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nun chucks, or mace. This list does not include ordinary instruments, such as pencils.
Terroristic Threats/ Acts	A communication/act to commit violence, terrorize, evacuate buildings, or otherwise cause serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed.
Robbery	Taking or attempting to take the property of another student or school community member by force or threat of force or by putting the victim in fear.
Burglary	Unlawful entry into a building or other structure without expressed permission and/or the intent to commit a felony or theft.
Extortion	Students who obtain money, property, or services from another student and/or school community member by express or implied threat of force.



Possession of Pornographic Material	The possession, sharing, or production of any known obscene or sexually explicit material in the school environment.
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***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.

**Cell Phone Infractions**

Cell phones are prohibited during the school day in areas outside of the cafeteria unless approved by the principal or classroom teacher for emergency or academic use. Consequences may include the issuance of a demerit, detention, or confiscation. Building principals have the authority to determine appropriate consequences for repeated cellphone infractions.

***ACADEMIC INTEGRITY INFRACTIONS (Level II)***

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.

*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.
- 5.
6. If poor academic integrity is documented in multiple classes, it will result in suspension or expulsion.

### ***REINSTATEMENT MEETING***

Any student suspended from school shall be given the opportunity for a Reinstatement Meeting. Students must attend the meeting and be in full uniform.

A Reinstatement Meeting is an informal hearing at which the student and his parents/guardians can meet with school officials to discuss the circumstances surrounding the event for which the student is being suspended; to prepare for the student's transition back to school; and to allow the student to present his written reinstatement letter which is to demonstrate his understanding and learning. 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 with a signed letter from the parent or guardian that gives consent and can be verified by the school office. 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. This shall, in all likelihood, require make-up work after school. 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 Assistant Principal or Dean.

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 any punishment given
- e. Agrees to additional conditions imposed, if any

### ***DISCIPLINARY HEARINGS AND DUE PROCESS***

Disciplinary hearings serve as Boys' Latin "informal hearings" as described in Pennsylvania's School Code. Disciplinary hearings are designed to bring forth all relevant information regarding disciplinary and academic problems facing the student. Disciplinary hearings also provide an opportunity for students, their parents/guardians, and school officials to discuss the incident involving the student and strategies for avoiding future problems.

The outcomes of such a hearing may include:

- additional days of suspension (up to 10 days) and a behavior contract for the student illustrating the full range of possible consequences, including expulsion;
- an invitation to rejoin the community with mandatory or voluntary disciplinary and/or academic intervention;
- a transfer to a disciplinary placement or alternative placement; and
- a recommendation to the Board for expulsion, which would result in the mandatory attendance of the student and parent/guardian at a formal expulsion hearing. See "Expulsion" below for further information.

Steps to ensure due process include:

- notifying parents/guardians in writing regarding the reasons for the hearing;
- providing parents/guardians with sufficient notice of time and place for the hearing;

- providing a student with the right to question any witnesses present at the hearing and to produce witnesses on their own behalf; and
- allowing for the review of teacher narratives, grades, attendance, and disciplinary records during the hearing.

### ***In-School Suspensions***

Students may be assigned in-school suspensions as a result of disciplinary action. Due process includes the following steps.

- Students will be informed of the reasons for the in-school suspension and given an opportunity to respond before the in-school suspension becomes effective.
- Parents/guardians will be informed of the in-school suspension.
- When the in-school suspension exceeds ten (10) consecutive school days, a disciplinary hearing with the principal shall be offered to the student and the student’s parents/guardians prior to the eleventh school day.

### ***Suspensions***

A suspension is a student’s exclusion from school for a period of one (1) to no more than ten (10) consecutive school days. Suspensions may be assigned by a member of the administrative team. Students have the responsibility to make up exams and work missed while suspended and shall be permitted to complete assignments within Board-determined guidelines. Due process includes the following steps.

- Prior to a suspension, the student must be informed of the reasons for the suspension and given an opportunity to respond, with the exception of circumstances which pose a threat to the health, safety, and/or welfare of the school community.
- When the student is suspended, the parent/guardian shall be notified immediately in writing.
- When the suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity to participate in an informal hearing (“disciplinary hearing”) consistent with Pennsylvania law. The school shall offer to hold the informal hearing within the first five (5) days of the suspension, and notice of the hearing will be given to the parent/guardian. Disciplinary hearings enable the student to explain the circumstances surrounding the event for which the student is being suspended or to show why they should not be suspended. All relevant information regarding the event for which the student may be suspended will be presented, and the school and parents/guardians will discuss strategies for avoiding future offenses. At the hearing, the student has the right to question any witnesses present and to speak and produce witnesses on their own behalf.

### ***Expulsions***

An expulsion is exclusion from school by the Board of Trustees for a period exceeding ten (10) consecutive school days and may result in permanent expulsion from the school rolls. Since an education is a statutory right, students shall be afforded due process if they are to be excluded from school. A Board decision is required to expel a student. The Board ultimately decides whether a student will be expelled. Due process includes the following steps.

- Expulsions require a prior formal hearing (see below).
- Students shall be suspended from school prior to the hearing and decision of the Board for a period of up to ten (10) consecutive days. The student shall be placed in their regular class after the ten (10) days except if it is determined, after an informal hearing, that a student’s presence in their regular class would constitute a threat to the health, safety, or welfare of others, and it is not possible to hold a formal hearing within the period of a suspension.
- A student may not be excluded from school for longer than fifteen (15) consecutive school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with an alternative education, which may include home study.

### ***Expulsion Hearing Requirements***

A formal hearing is required in all expulsion actions. The hearing is conducted by the building Principal or his designee who is appointed by the Board. The Principal or his designee solicits evidence from the school, the student, and parents/guardians to gather the facts surrounding each incident. Based on these facts, the Principal or his designee writes a report. The report states whether the student has violated the Disciplinary Code of Conduct and recommends a disciplinary outcome for the student, ranging from a dismissal of the case to a permanent expulsion.

The report is presented to the Board of Trustees at its next meeting. The Board has the power to adopt, modify, or reject the report made by the principal or his designee. A majority vote of the Board confirming the recommendation of the Expulsion Hearing is required to expel a student.

Parents/guardians will be notified once the Board has made its decision, informed of the legal right to appeal at that time, and informed of any timelines governing such appeal.

The following due process requirements shall be observed.

- Notification of the charges shall be sent to the student's parents/guardians by certified mail.
- At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, including hearing procedures and notice that legal counsel may represent the student, shall be included with the notice. The student may request the rescheduling of the hearing when they demonstrate good cause for an extension.
- The hearing shall be held in private unless the student or parents/guardians request a public hearing.
- The student may be represented by counsel, at the expense of the parents/guardians, and may request that parents/guardians attend the hearing.
- The student has the right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses. The student also has the right to request that the witnesses appear in person and answer questions or be cross-examined. Additionally, the student has the right to testify and present witnesses on their own behalf.
- A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is in need.
- The proceeding shall be held within fifteen (15) school days of the notification of charges unless mutually agreed upon by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
  - laboratory reports are needed from law enforcement agencies;
  - evaluations or other court or administrative proceedings are pending due to a student invoking their rights under the Individuals with Disabilities Education Act; and
  - delay is necessary due to the condition or best interests of the victim in court cases involving sexual assault or serious bodily injury.
  - Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

If Expelled: Students who are under seventeen (17) years of age are still subject to the compulsory school attendance law following an expulsion and shall be provided an education. The initial responsibility for providing the required education rests with the student's parents/guardians through placement in another school, tutorial or correspondence study, or another educational program approved by the Principal. Within thirty (30) days of action by the governing board, the parents/guardians shall submit to Boys' Latin written evidence that the required education is being provided as described above or that they are unable to do so. If the parents/guardians are unable to provide the required education, Boys' Latin shall, within ten (10) days of receipt of the notification, make a provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act. In the case of non-compliance with the approved educational program, Boys' Latin may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education.

Students with Disabilities or Section 504 Services and Disciplinary Actions

Students who have been identified as eligible for special education services and/or Section 504 services have additional protections within the student discipline process.

Prior to a Disciplinary Change of Placement for a student with a disability, the IEP team must conduct a Manifestation Determination Meeting. The general purpose of the manifestation determination review is for the IEP team to determine whether the behavior for which the child is being disciplined is directly related to their disability or if the school failed to implement the student's IEP. If it is related or if they did fail to implement the IEP, then the school cannot proceed with the proposed disciplinary change of placement.

A disciplinary change of placement occurs if:

- the school removes the student from their educational placement for more than ten (10) consecutive school days; or
- the school removes the student from their educational placement on several occasions that add up to more than fifteen (15) school days; or
- the school moves the student to a Disciplinary School; or
- the school expels the student.

Except in the case of students with Intellectual Disabilities, the school can remove the student from their educational placement for up to ten (10) days without having to hold a manifestation determination review. During these first ten(10) days, the school does not have to provide the student with regular education or special education and related services unless it would provide those services to a non-disabled student in the same situation.

Additionally, under very specific conditions (weapons, illicit substances, or serious bodily harm), the school may unilaterally remove a student for up to forty-five (45) days.

# ACADEMIC OVERVIEW

## BOYS' LATIN OF PHILADELPHIA GRADING POLICIES

	Policy
<b>Number of Report Periods</b>	There will be four report periods during the 2021-2-22 academic year
<b>How will grades be calculated for students in grades -612?</b>	<ul style="list-style-type: none"> <li>· Grades are aligned to student work and are based on accuracy.</li> <li>· All grades will be entered on a 100-point scale</li> <li>· <u>Summative Assessments</u> = 50% (No Less than 4 Summative Assessments per quarter)               <ul style="list-style-type: none"> <li>o Major Assessments</li> <li>o Class Projects</li> <li>o Major Essays</li> <li>o Papers</li> <li>o Etc.</li> </ul> </li> <li>· <u>Formative Assessments</u> = 40% (No less than 10 Formative Assessments per quarter)               <ul style="list-style-type: none"> <li>o Classwork</li> <li>o Quizzes</li> <li>o Labs</li> <li>o Homework (Accuracy)</li> <li>o Etc.</li> </ul> </li> <li>· <u>Participation</u> = 10%</li> <li>· Other indicators will be published with report cards in rubric score but will not count as a part of the student's grade:               <ul style="list-style-type: none"> <li>o Homework Completion</li> <li>o Mindset</li> <li>o Behavior</li> </ul> </li> </ul>
<b>What safeguards are we adding to ensure grades are not negatively impacted during the pandemic?</b>	<b>50 is the lowest grade given at the end of each grading period.</b>
<b>Will students be allowed to turn in late assignments?</b>	<p>Late work will be graded as follows:</p> <p><u>Summative Assessments</u></p> <p>For all late summative assignments to be completed outside of class time,</p> <ul style="list-style-type: none"> <li>· Up to 1 week late = 10 points reduction</li> <li>· Up to 2 weeks late = 20 points reduction</li> <li>· Up to 3 weeks late = 30 point reduction</li> </ul> <p>No late summatives completed outside of class time will be accepted after 3</p>

	<p>weeks beyond the due date unless supported by corresponding documentation (ie emergencies, prior principal approval)</p> <p>Students will have the opportunity to make-up all summative assessments administered "in-class" without penalty up until 1 week prior to the close of the quarter.</p> <p>Students will not be able to make-up finals/benchmarks once the quarter has closed without a note of emergency absence or prior approval from the building principal.</p> <p><u>Formative Assessments</u></p> <p>For all formative assessments to be completed outside of class time, students will receive a 5pt deduction for each day late. Late formative assessments completed outside of class time will not be accepted after 2 weeks from the initial due date.</p> <p>For all formative assessments to be completed inside of class late work will only be accepted in cases of absence or teacher approved request for extended time and must be completed within 2 weeks of the initial due date or return to school date.</p>
<p><b>6-8 Promotion/Retention Policy</b></p>	<p>Students who fail ELA, Math, and/or Science in grades 6-8 for the year must successfully complete summer learning to be promoted to the next grade.</p> <p>Retention decisions for students with IEPs must be made by the student's IEP team in accordance with the student's IEP goals.</p> <p>Retention recommendations for English Language Learners must be made in accordance with ELL guidance on grading and in consultation with the ELL instructional staff.</p> <p>All recommendations for retention must be ultimately approved by the school principal and Director of Academics.</p>
<p><b>How may high school students recover credit for failed courses?</b></p>	<p>High school students who failed courses in the 2021-2022 academic year will be required to complete credit recovery before a credit is issued for the course.</p> <p>Students who successfully pass summer credit recovery will be given a "P" for the course, the course credit, and quality points aligned with a "C" will be averaged into the student's grade point average.</p>

<p><b>How will we support students with IEPs?</b></p>	<p>A core case manager responsibility is ensuring that a student’s IEP accommodations and modifications are being provided in all classes throughout the year.</p> <p>Case managers will remain in frequent contact with all teachers of record to ensure their students are receiving the appropriate supports.</p> <p>School teams will ensure that all final grades for students with IEPs reflect the accommodations and modifications provided throughout the report period.</p> <p>For questions about allowable accommodations and modifications during, teachers should consult with their school’s leadership team or the student’s case manager.</p>
<p><b>How will we support English Language Learners?</b></p>	<p>A core ESL teacher responsibility is ensuring that an English Learners language supports are being provided in all classes throughout the year.</p> <ol style="list-style-type: none"> <li>1. ESL teachers will remain in frequent contact with all teachers of record to ensure their students are receiving the language supports.</li> <li>2. School teams will ensure that all final grades for English Learners reflect language supports provided throughout the report period.</li> </ol> <p>For questions about allowable language supports, teachers should consult with their school’s leadership team.</p>

## GRADING SCALE

		General	Honors	AP and Dual Enrollment
<b>A</b>	93-100	4	4.5	5
<b>A-</b>	90-92	3.67	4.17	4.67
<b>B+</b>	87-89	3.33	3.84	4.33
<b>B</b>	83-86	3	3.5	4
<b>B-</b>	80-82	2.67	3.17	3.67
<b>C+</b>	77-79	2.33	2.84	3.33
<b>C</b>	73-76	2	2.5	3
<b>C-</b>	70-72	1.67	2.17	2.67
<b>D+</b>	67-69	1.33	1.84	2.33
<b>D</b>	63-66	1	1.5	2
<b>D-</b>	60-62	0.7	1.2	1.7
<b>F</b>	Below 60	0	0	0



# HIGH SCHOOL POLICY REMINDERS

<p><b>Graduation Requirements</b></p>	<table border="1" data-bbox="721 352 1146 625"> <thead> <tr> <th><i>Subject Area</i></th> <th><i>Credits Required</i></th> </tr> </thead> <tbody> <tr> <td>English</td> <td>5</td> </tr> <tr> <td>Math</td> <td>5</td> </tr> <tr> <td>Science</td> <td>4</td> </tr> <tr> <td>Social Studies</td> <td>3</td> </tr> <tr> <td>Latin</td> <td>3</td> </tr> <tr> <td>Electives</td> <td>5</td> </tr> <tr> <td>Total</td> <td>25</td> </tr> </tbody> </table> <p><b>Additional Mandatory Requirements</b></p> <ul style="list-style-type: none"> <li>• All students are required to complete 8 activity credits. Freshmen must complete at least 2 activity credits in their freshman year to be promoted to the next grade level.</li> <li>• All students are required to complete a Senior Project description below.</li> </ul>	<i>Subject Area</i>	<i>Credits Required</i>	English	5	Math	5	Science	4	Social Studies	3	Latin	3	Electives	5	Total	25					
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Math	5																					
Science	4																					
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Latin	3																					
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Total	25																					
<p><b>How will we determine the number of credits earned for each high school course?</b></p>	<p>The chart found below should be used to determine the number of credits earned in each course:</p> <table border="1" data-bbox="565 1020 1305 1415"> <thead> <tr> <th>Course Duration</th> <th>Frequency of Class Meeting</th> <th>Number of Credits (PA)</th> </tr> </thead> <tbody> <tr> <td>August - June</td> <td>One period/day</td> <td>1</td> </tr> <tr> <td>August – June</td> <td>One period/every other day</td> <td>0.5</td> </tr> <tr> <td>August – June</td> <td>Two periods/day</td> <td>2</td> </tr> <tr> <td>August – January</td> <td>Two periods/day</td> <td>1</td> </tr> <tr> <td>January – June</td> <td>One period/day</td> <td>0.5</td> </tr> <tr> <td>January – June</td> <td>Two periods/day</td> <td>1</td> </tr> </tbody> </table>	Course Duration	Frequency of Class Meeting	Number of Credits (PA)	August - June	One period/day	1	August – June	One period/every other day	0.5	August – June	Two periods/day	2	August – January	Two periods/day	1	January – June	One period/day	0.5	January – June	Two periods/day	1
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<p><b>How will we determine grade classification for students?</b></p>	<table border="1" data-bbox="607 1486 1263 1621"> <thead> <tr> <th>Grade Classification</th> <th>PA Required Credits Earned</th> </tr> </thead> <tbody> <tr> <td>Sophomore</td> <td>5.5</td> </tr> <tr> <td>Junior</td> <td>11</td> </tr> <tr> <td>Senior</td> <td>16.5</td> </tr> </tbody> </table>	Grade Classification	PA Required Credits Earned	Sophomore	5.5	Junior	11	Senior	16.5													
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<p><b>How will we continue to monitor each senior’s progress toward graduation?</b></p>	<p><b>It is the school’s responsibility to monitor each student’s progress toward graduation.</b> In an effort to ensure students meet graduation requirements and graduate with their four-year cohort, schools are encouraged to do the following:</p> <ol style="list-style-type: none"> <li>1. Cross reference each senior’s transcript with the revised graduation requirements.</li> <li>2. Use a credit tracker template to track successful completion of courses required for graduation.</li> </ol>																					

	<p>3. Communicate with students and parents if students will not meet graduation requirements and are required to participate in summer credit recovery.</p>
<p><b>Final Transcripts for Seniors</b></p>	<p>1. <b>Final transcripts will display the final numeric grade and the number of credits earned for each course.</b></p> <p>2. <b>Final transcripts will display the graduation date for each graduate.</b></p> <p>a. The graduation date for students who meet graduation requirements by the end of the school year shall be the day of commencement services for the school.</p> <p>b. If students do not meet graduation requirements during the school year and meet graduation requirements by passing summer school, the graduation date on the transcript will be the last date of summer school.</p>
<p><b>How will we ensure students have met graduation requirements?</b></p>	<p><b>Each school shall cross reference each student’s transcript with Boys Latin of Philadelphia graduation requirements to ensure that students have met all requirements.</b></p> <p><b>Graduation decisions for students with IEPs will be determined by the school IEP team after reviewing student performance and reviewing the IEP goals.</b></p> <p><b>The school principal will certify, with signature, that each graduate has met graduation requirements.</b></p>

## **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.

## **A NOTE ON “WALKING PRIVILEGES”:**

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

## SENIOR PROJECT

The Senior Project is an opportunity for each student

- o to apply personal interests to real-world experience
- o to choose and research a topic of individual importance and interest
- o to integrate personal interests and goals with empirical data in a research project
- o to develop research and writing skills for college and beyond
- o to observe and experience working in his desired career field
- o to make professional connections for the future\
- o to practice professionalism and learn professional etiquette in his desired career field
- o to present his research and observations to teachers, peers, and younger students
- o to improve public speaking and presentation skill

## SENIOR PROJECT REQUIREMENTS

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 10 page research paper.

Part 2: Students complete a 50-hour observable 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, staff and other students.

NOTE: Students must be approved by their mentor, principal and director of college advising before going on their internship.

NOTE: Students must earn a passing grade on the final draft of their research paper by their mentor to receive credit.

NOTE: The principal must establish that the student is on track to complete all graduation requirements. If a student is in danger of failing any graduation requirements a student may not be approved for an internship and will need to complete an alternate assignment.

NOTE: All students must complete the director of college advising's college or post-graduation preparedness checklist:

### **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 access academics, attendance, and conduct.

**Academics:**

Students must maintain a semester 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.

# Governing Policies and Procedures

## BOYS' LATIN COMPUTER AND INTERNET ACCEPTABLE USE POLICY

Boys' Latin of Philadelphia ("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.

### BLPCS 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.
2. 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.
3. 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.
4. 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.

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
4. 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.
5. 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.
6. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
7. The unauthorized installation of any software, including shareware and freeware, for use on BLPCS computers is prohibited.
8. 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.
9. 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.
10. 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

11. States Copyright Law (Title 17, USC).
12. Use of the network for any unlawful purpose is prohibited.
13. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
14. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
15. 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 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:
  - a. 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
  - b. 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.

## **EQUAL OPPORTUNITY/DISCRIMINATION/HARASSMENT**

Boys' Latin of Philadelphia ("Boys' Latin or "the school") and its Board of Directors do not discriminate in employment or educational programs, services, or activities based on race, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, or disability, in accordance with state and federal laws.

Boys' Latin requires equal educational opportunity for all students enrolled in the educational programs and activities of the school, including, but not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status or handicap.

The school shall promote a learning environment that encourages the fulfillment of each student's potential in regard to his/her program, consistent with school goals and with equal opportunities for students.

Similarly, students shall respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student's rights.

It is also the policy of our school to ensure that curriculum content and instructional materials used by our school reflect the cultural and racial diversity found in our country, and to create an awareness of the rights, duties, and responsibilities of each individual as a member of the multi-cultural, nonsexist society.

Inquiries about compliance with Federal Title IX, Title VI, or VII may be directed to the Senior Director of School-based Operations & Compliance, Ruth Gonzalez.

## **NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

*Parents or eligible students should submit to the school leader or operations leader a written request that identifies the records they wish to inspect. The school leader will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.*

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

*Parents or eligible students who wish to ask the school to amend a record should write the school leader or operations leader clearly identifying the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.*



3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

*One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.*

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

## **DIRECTORY INFORMATION**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Boys' Latin of Philadelphia, with certain exceptions, obtain your written consent before disclosing any personally identifiable information from your child's education records. However, we may disclose appropriately designated "directory information" without written consent, unless you have advised us otherwise in accordance with our school's procedures.

The primary purpose of directory information is to allow BL to include this type of information from your child's education records in certain school publications. Examples of these publications can include an annual yearbook; honor roll or other recognition lists; a program showing your student's role in a music production; and graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent or guardian's prior written consent. Outside organizations can include, but are not limited to, companies that publish yearbooks.

If you do not want BL to disclose directory information from your child's education records without your prior written consent, you must notify us in writing by October 1, 2021. For your reference, BL has designated the following information as directory information:

- Student's name
- Address
- Grade level

- Dates of attendance
- Most recent school attended
- Telephone listing
- Electronic mail (e-mail) address
- Photograph
- Date and place of birth
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

## **MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

The McKinney-Vento Act defines children and youth who are homeless (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
  - sharing the housing of other persons due to loss of housing, economic hardship or a similar reason (sometimes referred to as double-up);
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
  - living emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria, Boys' Latin of Philadelphia Charter Schools provide the following assurances to parents of homeless children:

- The liaison for homeless children is the school's social worker or principal designee.
- There shall be immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.
- All educational opportunities and related opportunities for homeless students (6th grade to age 21), including unaccompanied youth, shall be the same as for the general student population.
- Enrollment and transportation rights, including transportation to the school of origin. "School of origin" is defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- Written explanation of a child or youth's school placement, other than school of origin or the school requested by the parent, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parents to participate in the education of their children. These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.

Please contact the school's social worker or principal's designee for more information.

## CHILD FIND INFORMATION

In compliance with state and federal law, the BL will provide to each protected handicapped student and student with disabilities (without discrimination or cost to the student or family) those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program (and extracurricular activities) to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the student must be of age and have a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

The student's School monitors each student's academic, social and behavioral progress closely. However, whenever a parent/guardian has any concerns regarding his/her student's academic, social or behavioral performance or progress in school, the parent/guardian is encouraged to speak directly with the student's teacher regarding such concerns. While monitoring a student's work at home, it is important to note whether the student's reading level appears to be grade level, or if there appears to be memory retention issues or an inability to remain on task and to complete assignments.

If a parent/guardian believes that his/her student may have special needs, the parent/guardian should contact the Student's School Special Education Coordinator to discuss the options that the student's school can offer.

## TITLE IX GRIEVANCE PROCESS

### PURPOSE

The purpose of these procedures is to effectuate Title IX's prohibition against sex discrimination and to respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims. These procedures apply only to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

These procedures shall be available in every school site administrative office, posted on the School website, and included in student handbooks.

### DEFINITIONS

**Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to a School's Title IX Coordinator (identified in **Attachment A**) or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

**Complainant** means a student or employee of the School who is alleged to be the victim of conduct that could constitute sexual harassment.

**Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator in **Attachment A** and by any additional method designated by the School. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. The Form attached as **Attachment B** may be used for the submission of the Formal Complaint but is not required.

**Parties** means Complainant(s) and Respondent(s).

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- A. An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education program or activity; or
- C. Sexual assault, dating violence, domestic violence, or stalking.

**Sexual assault** means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

**Dating violence** means violence committed by a person:

- A. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- B. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
  - i. The length of the relationship.
  - ii. The type of relationship.
  - iii. The frequency of interaction between the persons involved in the relationship.

**Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

**Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- A. Fear for his or her safety or the safety of others; or
- B. Suffer substantial emotional distress.

**Day**, for the purpose of the calculation of days in complaint processing, except as otherwise expressly provided, shall exclude Saturdays, Sundays, and federal, state and school holidays or closures.

**Supportive measures** mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The school must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

#### GENERAL RESPONSE TO SEXUAL HARASSMENT

If and when the school obtains actual knowledge of sexual harassment in an education program or activity of the school against a person in the United States, it must respond promptly in a manner that is not deliberately indifferent. The school is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. "Education program or activity" includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The school's response must treat complainants and respondents equitably by offering supportive measures as defined above to a complainant, and by following its grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

**Response to a formal complaint.** In response to a formal complaint, the School must follow its grievance process. With or without a formal complaint, the School must comply with the previous subsection.

**Emergency removal.** Nothing in this process precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided

that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

**Administrative leave.** Nothing in this subpart precludes the School from placing a non- student employee respondent on administrative leave during the pendency of its grievance. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

#### BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

This process requires the School to:

- A. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. Remedies must be designed to restore or preserve equal access to the School's education program or activity. Such remedies may include the same individualized services described elsewhere in this grievance process as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent;
- B. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
- C. Require that any individual designated by the School as a Title IX Coordinator, investigator, decision maker, or any person designated by the School to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The School must ensure that Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The School must ensure that decision makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth elsewhere in this grievance process. The School also must ensure that

investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth elsewhere in this grievance process. Any materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

- D. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;
- E. Include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the School offers informal resolution processes, and a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
- F. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the School may implement following any determination of responsibility;
- G. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
- H. Include the procedures and permissible bases for the complainant and respondent to appeal;
- I. Describe the range of supportive measures available to complainants and respondents; and
- J. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## PROCEDURAL REQUIREMENTS



- A. **Time Limits.** A complaint under this procedure should be filed as soon as possible after the time of occurrence and within 180 calendar days of the alleged violation(s) of Title IX. Failure of a complainant or appellant to comply with any time limitation in the complaint procedure may result in dismissal of the complaint and/or denial of the appeal. Dismissal shall not preclude the individual's right to pursue the complaint through other appropriate external agencies.
- B. **Notice of allegations.** Upon receipt of a formal complaint, the Title IX Coordinator must provide the following written notice to the parties who are known in the form (using **Attachment C**).
- C. Dismissal of a formal complaint.
- (i) The School must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined above even if proved or did not occur in the School's education program or activity then the School shall dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX or this part; such a dismissal does not preclude action under another provision of the School's code of conduct. The School may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- (ii) Upon a dismissal required or permitted pursuant to this section, the School must promptly send written notice (using **Attachment D**) of the dismissal and reason(s) therefor simultaneously to the parties.
- D. **Consolidation of formal complaints.** A School may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular "party," "complainant," or "respondent" include the plural, as applicable.
- E. **Investigation of a formal complaint.** When investigating a formal complaint and throughout the grievance process, the School must:
- i. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or

maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not 18 years old then the School must obtain the voluntary, written consent of the party's parent or guardian, surrogate parent or guardian ad litem);

- ii. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- iii. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- iv. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- v. Provide, to a party whose participation is invited or expected, written notice (using **Attachment E**) of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- vi. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send (using **Attachment F**) to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The School must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

vii. Create an investigative report (using **Attachment G**) that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if a hearing is required under this section or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

F. **Hearings.** Hearings will be held at the discretion of the decision maker(s). With or without a hearing, after the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

**G. Determination regarding responsibility.**

(i) The decision maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination (using **Attachment H**) regarding responsibility. To reach this determination, the School must apply the clear and convincing standard of evidence.

(ii) The written determination must include:

- a. Identification of the allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c. Findings of fact supporting the determination;
- d. Conclusions regarding the application of the School's code of conduct to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility,

any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and

- f. The School's procedures and permissible bases for the complainant and respondent to appeal.
- (iii) The School must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
- (iv) The Title IX Coordinator is responsible for effective implementation of any remedies.

#### **H. Appeals.**

- (i) A School must offer both parties an appeal from a determination regarding responsibility, and from a School's dismissal of a formal complaint or any allegations therein, on the following bases:
  - a. Procedural irregularity that affected the outcome of the matter;
  - b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - c. The Title IX Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- (ii) A School may offer an appeal equally to both parties on additional bases.
- (iii) As to all appeals, the School must:
  - a. Notify (using **Attachment I**) the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
  - b. Ensure that the decision maker(s) for the appeal is not the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
  - c. Ensure that the decision maker(s) for the appeal complies with the this section;

- d. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- e. Issue a written decision describing the result of the appeal and the rationale for the result; and
- f. Provide the written decision simultaneously to both parties.

**I. Informal resolution.** A School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, a School may not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the School:

- (i) Provides to the parties a written notice (using **Attachment J**) disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- (ii) Obtains the parties' voluntary, written consent to the informal resolution process; and
- (iii) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

**J. Recordkeeping.**

- (i) The School must maintain for a period of seven years records of:
  - a. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;
  - b. Any appeal and the result therefrom;

- c. Any informal resolution and the result therefrom; and
  - d. All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process. A School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by members of the public.
- (ii) For each complaint, a School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document (using **Attachment K**) the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If a School does not provide a complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.



# Boys' Latin of Philadelphia Student and Family Handbook Receipt

Please cut this page out and return the form signed to your advisory teacher indicating that you have read and adhere to the governing rules and regulations stated in the Student and Family Handbook.

_____	_____	_____
Student Name	Student Signature	Date
_____	_____	_____
Parent Name	Parent Signature	Date