



Academics

Grading Policy:

Item	Policy
Report Periods	For year-long courses, there are four report periods. For semester-long courses, there are two report periods. Please note that the term “report period” is used interchangeably with the word “quarter”.
Grade Calculations	The grade for each course is to be calculated as follows: <ul style="list-style-type: none">• Grades are administered according to mastery of local, state or national standards for all courses as evidenced by student work.• Summative Assessments account for 50% of a student’s grade. There are no less than three summative assessments – major assessments, class projects, major essays, papers, etc. – per quarter.• Formative Assessments account for 40% of a student’s grade. There are no less than 9 formative assessments – quizzes, labs, exit tickets, etc. – per quarter.• Participation will count for 10% of a students’ grade - participation, homework and classwork.
Failing Courses	The following actions are to be taken in response to course failures: <ul style="list-style-type: none">• If a student fails a summative assessment in a course, then the teacher of that course will promptly notify the student's parents.• If a student is failing a course within the first four weeks of a quarter, then the student is required to attend office hours with the teacher of the course to receive additional support until the student's grade in the course improves, as determined by the teacher.• If a student is failing a course, then the teacher of the course will notify the student's parents at least 30 days before the end of the quarter to allow for proactive intervention.• If a high school student is failing a course, then the student is required to attend Saturday School.• If a student is absent unexcused from a course for more than 14 percent of school days during a quarter, then the student will fail the course for the quarter. This is determined based on a student’s Meeting Attendance for the course as recorded in the school’s student information system. Please note that this failure threshold is calculated quarterly by multiplying the total number of days the course meets during the quarter by 0.14.
Late Assessments	Late assessments are graded as follows: <ul style="list-style-type: none">• Late assessments completed outside of class time will be subject to deductions based on the time elapsed since the original due date: up to one week late will result in a 10-point reduction; up to two weeks late will incur a 20-point deduction; and up to three weeks late will lead to a 30-point deduction.• Assessments completed outside of class time will not be accepted if submitted beyond three weeks from the due date unless prior written approval is granted by the principal.• In the case of missed assessments, students must provide a medical note as a request for make-up. If the summative assessment is more than three weeks past

	<p>due, prior written approval is granted by the principal.</p> <ul style="list-style-type: none"> Students are not allowed to make up benchmark or final assessments after the report period has ended unless granted special permission by the principal, under unique circumstances.
Middle School Promotion and Retention Policy	<p>Students in grades six through eight who fail English Language Arts (“ELA”), Math, Latin, History and/or Science for the year must successfully complete summer school to be promoted to the next grade level. Retention decisions for special education students must be made by the student’s IEP team in accordance with the student’s IEP goals. Retention recommendations for English learners (“ELs”) are made in accordance with the school’s <i>Language Instruction Educational Program Policy</i>. A parent/guardian may request that their student be retained by submitting a request in writing to the Principal by June 30. The school shall respond to all parent-requested retentions by July 15. The school retains the right to reject parent-requested retentions. All retention recommendations and requests must be reviewed by the principal and ultimately approved by the Senior Director of Academics.</p>
High School Credit Recovery	<p>High school students who fail courses during the academic year must complete credit recovery during the summer credit recovery program before receiving credit for the course. Upon successfully passing the course during the summer credit recovery program, students will receive a "P" for the course, and the course credit will be awarded, with quality points equivalent to a "C," factored into their grade point average. Please note that students may only recover up to two credits during one summer credit recovery program.</p> <p>In the event that students fail to meet graduation requirements by their intended graduation date, they will not be allowed to participate in that year’s school-sponsored graduation ceremony. A student who did not fulfill their graduation requirements on time, but they participate in the summer credit recovery program to fulfill their requirements and are approved to graduate at the August meeting of the board, then the student would receive their diploma and be disenrolled from Boys' Latin as a graduate.</p>
Special Education Student Supports	<p>A core case manager responsibility is ensuring that a student’s IEP accommodations and modifications are being provided in all classes throughout the school year. Case managers will remain in frequent contact with all teachers of record to ensure that special education students are receiving the appropriate support. The school ensures that all final grades for special education students reflect the accommodations and modifications provided throughout the report period.</p>
English Learner Supports	<p>ELs receive appropriate accommodations and modifications in all content-area classes in which they are enrolled to ensure that ELs at all proficiency levels have equitable access to the same rigorous grade-level content. The school uses the same grading system for ELs in content courses as used for all students. The school communicates information related to English language proficiency and/or progress to parents at least annually. Boys’ Latin utilizes progress reports and report cards to communicate English language development ("ELD") information to parents of ELs and ensures that the information provided is understandable and useful to engage parents in the education of their students. EL distinction and/or ELD information is not included on an EL’s high school transcript unless it is part of a course title or code. ELs may not be retained based on their English proficiency level. Promotion criteria for ELs who receive special education services are aligned with the student’s IEP. All decisions regarding the promotion or retention of ELs must be made by instructional teams that include the English as a second language ("ESL") teacher, classroom teacher, special education teacher (if applicable), and principal.</p> <p>For more information, please see the school's <i>Language Instruction Educational Program Policy</i>.</p>

Grading Scale:

Grade Letter and Number		Grade Point Average ("GPA")	GPA: Honors	GPA: AP and Dual Enrollment
A+	95-100	4.33	4.83	5.33
A	93-94	4.0	4.5	5
A-	90-92	3.66	4.16	4.66
B+	86-89	3.33	3.83	4.33
B	83-85	3.0	3.5	4
B-	80-82	2.66	3.16	3.66
C+	77-79	2.33	2.83	3.33
C	73-76	2.0	2.5	3.0
C-	70-72	1.66	2.16	2.66
D+	67-69	1.33	1.83	2.33
D	64-66	1.0	1.5	2.0
D-	60-63	0.66	1.16	1.66
F	0-59	0.0	0.0	0.0

High School-Specific Policies:

Item	Policy
Graduation Requirements	<p>The school's graduation requirements are as follows:</p> <ul style="list-style-type: none"> • 5 credits in English, including Literature I (Grade 9), Literature II and Composition (Grade 10), English 11 or AP English Language and Composition (Grade 11), and English 12 or AP English Literature and Composition (Grade 12). • 4 credits in Mathematics, including Algebra I (Grade 9), Geometry (Grade 10), Algebra II (Grade 11), and Statistics, Precalculus, or Calculus (Grade 12). <ul style="list-style-type: none"> ○ Students who complete Algebra I in Grade 8 shall follow this sequence: Geometry (Grade 9), Algebra II (Grade 10), Precalculus (Grade 11), and AP Calculus, Calculus, or Statistics (Grade 12). • 4 credits in Science, including Biology (Grade 9), Chemistry (Grade 10), Anatomy and Physiology (Grade 11), and Physics (Grade 12). <ul style="list-style-type: none"> ○ Students who complete Algebra I in middle school shall follow this sequence: Biology (Grade 9), Chemistry (Grade 10), Physics (Grade 11), and Anatomy and Physiology or AP Biology, Chemistry, Environmental Science, or Physics (Grade 12). • 4 credits in Social Studies, including World History (Grade 9), Civics (Grade 10), United States History or AP United States History (Grade 11), and African American History (Grade 12). • 3 credits in Latin, including, at a minimum, Latin I, Latin II, and Latin III, and taking Latin each school year as a Boys' Latin student. <ul style="list-style-type: none"> ○ Students who complete Latin I in middle school shall follow this sequence: Latin II (Grade 9), Latin III (Grade 10), Latin IV (Grade 11), and Latin V (Grade 12).

	<ul style="list-style-type: none"> ○ Students who complete Latin I in high school shall follow this sequence: Latin I (Grade 9), Latin II (Grade 10), Latin III (Grade 11), and Latin IV (Grade 12). ● 5 credits in Electives <p>Additionally, all students are required to complete eight activity credits. Freshmen must complete at least two activity credits and recite the Student Pledge in English in their freshman year to be promoted to the next grade level. Juniors must recite the Student Pledge in Latin in their junior year to be promoted to the next grade level. All students are also required to complete a Senior Project and meet the Pennsylvania High School Graduation Requirements (Act 158 of 2018 and Act 6 of 2017 amended Pa. P.S. §121 establishing five pathways by which students may meet the statewide graduation requirements under 22 Pa. Code §4.24).</p>
Course Credits	All courses that start in August and end in May and run 45 minutes in length, five days per week are worth one credit. All courses that start in August and end in June and run 90 minutes in length, five days per week are worth two credits. All courses that start in August and end in January and run 45 minutes in length, five days per week are worth one-half credit. All courses that start in January and end in May and runs 45 minutes in length, five days per week are worth one-half credit.
Grade Level Classification	Students are required to earn the following number of credits to be classified at a certain grade level as presented below: <ul style="list-style-type: none"> ● 5.5 credits earned to be classified as a student in Grade 10 ● 11 credits earned to be classified as a student in Grade 11 ● 16.5 credits earned to be classified as a student in Grade 12
Dual Enrollment	Eligible high school students have the opportunity to earn college credit through the school's dual enrollment program at the Community College of Philadelphia in alignment with the board-approved <i>Boys' Latin Middle College and Dual Enrollment Manual</i> .
Mandatory College Meetings	Boys' Latin students and their parent/guardian 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.
Monitoring Progress Toward Graduation	It is the school's responsibility to monitor each student's progress toward graduation. In an effort to ensure students meet graduation requirements and graduate with their four-year cohort, schools are encouraged to do the following: <ul style="list-style-type: none"> ● Semesterly transcript audits for all students, starting freshman year. ● Cross reference each senior's transcript with the graduation requirements. ● Use a credit tracker template to track successful completion of courses required for graduation. ● Communicate with the student and their parent/guardian if the student is not on track to meet graduation requirements and required to participate in credit recovery. ● Communicate with the student and their parent/guardian if the student does not meet graduation requirements.
Final Transcripts	Final transcripts display the final numeric grade and the number of credits earned for each course as well as the graduation date for each graduate: <ul style="list-style-type: none"> ● 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. ● 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.

Graduation Requirement Confirmation	Each school shall cross reference each student's transcript with Boys Latin of Philadelphia graduation requirements to ensure that students have met all requirements. Graduation decisions for students with IEPs will be determined by the IEP team after reviewing student performance and reviewing the IEP goals. The principal certifies, with signature, that each graduate has met graduation requirements.
Commencement Participation	Graduates must fulfill all graduation, academic, attendance, and climate and culture requirements in order to participate in commencement. No student who has (1) failed to meet any graduation requirement, (2) cheated on their final exams, or (3) committed a level three infraction in the final report period of senior year, is permitted to participate in commencement.

Senior Project:

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

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 three-part independent research project. Each student picks a topic that interests him, usually related to his desired career.

Part	Requirement
One	Students create, research, and answer a question related to their topic in a 10-page research paper.
Two	Students complete a 50-hour observable internship at a company/organization that relates to their research paper.
Three	Students present what they have researched and observed in a formal presentation to a panel of teachers, staff and other students.

Students must be approved by their Senior Project Mentor, the Senior Project Coordinator, the Office of School Counseling, and the principal before going on their internship. Students must earn a passing grade on the final draft of their research paper by their Senior Project Mentor to receive credit. 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. All students must complete the Office of School Counseling 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. The academics, attendance, and conduct of participating students is reviewed weekly to determine eligibility. On Mondays, the Director of Athletics publishes the list of all students eligible for participation in athletic practices and games.

Academics:

Students participating in athletic activities are required to maintain a minimum GPA of 2.33. This means that if a student's GPA falls below a 2.33, the student may be at risk of losing their eligibility to participate in any athletic activities. Students whose GPA falls between 2.32 and 2.0 will not be allowed to participate in game

days. However, these students can still participate in practice or team conditioning activities. Students whose grades are below the 2.0 threshold will not participate in any school sponsored sports related activities.

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 the school community, at private social functions, and within the surrounding community with the same high standards expected 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. Students who violate the school's code of conduct may be temporarily or permanently suspended from athletic (and other extracurricular) participation.