



Academics Policies and Procedures

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: • 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 nine 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: • 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: • 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

	due, prior written approval is granted by the principal. 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	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>. All retention recommendations must be reviewed by the principal and ultimately approved by the Senior Director of Academics.
High School Credit Recovery	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. Boys’ Latin reserves the right to provide students with the opportunity for credit recovery during the school year in accordance with the minimum expectations for participation, performance, and seat time. 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.
Special Education Student Supports	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.
English Learner Supports	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. For more information, please see the school's <i>Language Instruction Educational Program Policy</i>.

Grading Scale:

Grade Letter	Grade 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	To earn a Boys' Latin diploma, a student must complete all three of the following: the credit requirements, the non-credit requirements, and one Pennsylvania graduation pathway. <i>Credit Requirements:</i> <table><tr><th>Subject</th><th>Credits</th><th>How they are earned</th></tr><tr><td>English</td><td>4</td><td>One credit each year, grades nine through 12</td></tr><tr><td>Mathematics</td><td>4</td><td>One credit each year, the senior credit is Statistics (0.5) and Personal Finance (0.5)</td></tr><tr><td>Science</td><td>4</td><td>Courses across grades nine through 12</td></tr><tr><td>Social Studies</td><td>4</td><td>Courses across grades nine through 12</td></tr><tr><td>College and Career</td><td>3</td><td>Paideia (1.0), Virtue Ethics and Leadership (1.0), Praxis (0.5), Advanced Research Colloquium (0.5)</td></tr><tr><td>Latin and World Language</td><td>3</td><td>Latin I, II, and III required; World Language is available to accelerated students</td></tr><tr><td>Physical Education and Health</td><td>1</td><td>0.25 each year through athletics, intramurals, or an approved 30-hour equivalent program</td></tr><tr><td>Electives</td><td>5</td><td>Minimum, additional electives encouraged</td></tr><tr><td>Total Credits Required</td><td>28</td><td>Pennsylvania requires 21; Boys' Latin requires 28</td></tr></table> <i>Non-credit Requirements:</i> These requirements do not appear on the transcript as credits, but a student cannot graduate without them. They are tracked on a separate ledger and audited alongside credits every semester. <table><tr><th>Requirement</th><th>What it takes</th></tr><tr><td>Lyceum and Leadership Academy Credits</td><td>Three total; one credit each year in grades nine, 10, and 11, earned as one approved activity per semester</td></tr><tr><td>Community Service</td><td>40 hours total, 10 hours each year, grades nine through 12</td></tr><tr><td>Declamations</td><td>Two each year, grades nine through 12, delivered and assessed in the College and Career strand, Latin, or English course</td></tr><tr><td>The Student Pledge – in English</td><td>Recited in ninth grade, requirement for promotion to tenth grade</td></tr><tr><td>The Student Pledge – in Latin</td><td>Recited in eleventh grade or at the conclusion of Latin III for accelerated students; required for promotion to twelfth grade</td></tr></table>	Subject	Credits	How they are earned	English	4	One credit each year, grades nine through 12	Mathematics	4	One credit each year, the senior credit is Statistics (0.5) and Personal Finance (0.5)	Science	4	Courses across grades nine through 12	Social Studies	4	Courses across grades nine through 12	College and Career	3	Paideia (1.0), Virtue Ethics and Leadership (1.0), Praxis (0.5), Advanced Research Colloquium (0.5)	Latin and World Language	3	Latin I, II, and III required; World Language is available to accelerated students	Physical Education and Health	1	0.25 each year through athletics, intramurals, or an approved 30-hour equivalent program	Electives	5	Minimum, additional electives encouraged	Total Credits Required	28	Pennsylvania requires 21; Boys' Latin requires 28	Requirement	What it takes	Lyceum and Leadership Academy Credits	Three total; one credit each year in grades nine, 10, and 11, earned as one approved activity per semester	Community Service	40 hours total, 10 hours each year, grades nine through 12	Declamations	Two each year, grades nine through 12, delivered and assessed in the College and Career strand, Latin, or English course	The Student Pledge – in English	Recited in ninth grade, requirement for promotion to tenth grade	The Student Pledge – in Latin	Recited in eleventh grade or at the conclusion of Latin III for accelerated students; required for promotion to twelfth grade
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		The Senior Defense	Three components: the Senior Thesis, the Senior Defense presentation, and Senior Clearance
		Pennsylvania Graduation Pathway	One of five statewide pathways under Act 158 of 2018 and 22 Pa. Code § 4.24.
		Postsecondary Readiness Checklist	Completed with the Office of School Counseling in twelfth grade
	<i>Pennsylvania Graduation Pathway:</i>		
	In addition to meeting the school’s requirements, every student must satisfy one of the five statewide pathways established by Act 158 of 2018 under 22 Pa. Code § 4.24.		
		Pathway	In plain language
		Keystone Proficiency	Score Proficient or Advanced on all three Keystone Exams: Algebra I, Biology, and Literature
	Keystone Composite	Reach a combined Keystone score of 4452 or higher, with at least one exam Proficient or Advanced, and no exam Below Basic	
	Alternative Assessment	Meet local grade-based requirements plus one qualifying score – for example SAT 1010, Act 21, PSAT/NMSQT 970, ASVAB AFQT 31 – or an equivalent piece of evidence	
	Career and Technical Education	Meet local grade-based requirements plus one piece of CTE evidence, such as an industry-recognized certification	
	Evidence Based	Meet local grade-based requirements plus three approved pieces of evidence, such as an AP score of 3 or better, a completed dual enrollment course, acceptance to a postsecondary institution, a completed internship, or a service-learning project	
Course Credits	Please see the <i>Program of Studies</i> .		
Item	Policy		
Grade Classification	Level	Students are required to earn the following number of credits to be classified at a certain grade level as presented below: • 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 Meetings	College	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 Defense 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: • 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: • 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 Defense:

Overview:

The Final Senior Defense at Boys' Latin School serves as the culmination of each senior's academic journey. This comprehensive project allows students to reflect on their high school experiences, demonstrate their learning, and showcase their ability to communicate and defend their ideas. The defense will include both written and oral components, where students will present on a key topic or research question, reflect on their journey at Boys' Latin, and discuss their future plans.

The project is a combination of multiple assignments and a formal presentation, emphasizing intellectual growth, personal reflections, and practical applications. Students will also interview an alumnus of Boys' Latin to gain insights into their future educational or career paths. The final presentation and defense will be an opportunity for students to showcase their academic and communication skills.

Key Components of the Project:

1. Senior Thesis:
 - a. Research - Conduct independent research on a topic of personal interest, demonstrating academic rigor and depth.
 - b. Reflection - Reflect on your personal journey, identity, and growth over the past four years, and discuss what you will be remembered for at Boys' Latin and what you have contributed to the community.
2. Senior Defense:
 - a. Visual Presentation - Develop a powerpoint presentation that outlines the information presented in your senior thesis and meets the additional expectations outlined in the Defense.
 - b. Oral Presentation - Present your research and reflection demonstrating effective communication skills, including clarity, engagement, confidence, and the ability to explain and defend your research.
3. Senior Clearance:
 - a. Latin Pledge - Recite the Latin Pledge from memory
 - b. Graduate Clearance - Receive appropriate sign-off from department leaders demonstrating the all relevant graduation requirements and outstanding matters addressed.

Grading Rubric:

SENIOR THESIS		SENIOR DEFENSE		GRADUATE CLEARANCE	
Research	Reflection	Visual Presentation	Oral Presentation	Latin Pledge	Department Sign-Off
20pts	20pts	20pts	10pts	20pts	10pts

Senior Thesis:

Title Page
Research Introduction (1 page) • Why did you choose this topic and research question? How does this research connect to your personal or future professional experience? • What significance does this topic have to the community at large? • What issues can be solved by learning more about this issue?
Research Paper (6pages) • Insert Research Paper Description
Personal Reflections (3 paragraphs) Insightful reflection on personal growth and contributions to the Boys' Latin community. • Reflection on Your High School Experience: Discuss your identity at Boys' Latin, how you have grown personally, academically, and socially over the past four years. • Key Experiences: Reflect on pivotal moments or experiences that helped shape who you are today. Consider academic challenges, extracurricular activities, friendships, and personal growth. • Contribution to the School Community: Explain what you have contributed to the Boys' Latin community and what you will be remembered for (e.g., leadership roles, community involvement, or other significant contributions).
Future Plans and Career Goals (2 paragraphs) • Career Aspirations: Discuss your future academic or career aspirations. Explain why you have chosen this path and how your experiences at Boys' Latin have shaped your goals. • Factors Influencing Your Decision: Reflect on the factors that have influenced your career decision, such as personal interests, mentors, experiences, or challenges you've overcome. • Next Steps: Explain what you plan to do next year and how it aligns with your long-term career goals. This could include your plans for higher education, internships, or work experience. • Further Training/Schooling: If applicable, discuss any additional training or education you intend to pursue beyond your initial plans (e.g., graduate school, certifications, or career-specific training).
Interview (2 paragraphs) - Include in the appendix a transcript of the questions and answers) • Overview of the Interview: Provide a brief description of the person you interviewed (e.g., a college-bound adult, current college student, or Boys' Latin alum), including their background and relevance to your future aspirations. • Key Insights from the Interview: Summarize the key insights from your interview, focusing on how the conversation influenced your perspective on your future, your career goals, or your educational path. • Connection to Personal Journey: Analyze how the interview helped you reflect on your high school experiences and informed your future plans.
Senior Defense (3 paragraphs) • What does receiving a high school diploma mean to you? • How do you exemplify the mission and vision of a Boys' Latin graduate?

- Include a message to a future Boys' Latin student giving sharing lessons you've learned at Boys' Latin and advice for them to be successful.

Senior Defense:

Title Slide (1 slide)
Introduction (1 slide) ● Name ● GPA ● SAT ● Post-Graduate Plans ● Extracurricular Activities ● Notable achievements ● Title of your Research Project
Legacy Statement (1 slide) ● Introduce your 2-3 sentence legacy quote or statement: ● When I think of my time at Boys' Latin _____. The key themes of my journey to this point have been _____. As I move forward to the next chapter the quote that most resonates with me is _____. I have also learned the following lessons that will help me along my personal journey to success _____.
Research and Key Findings (4-5 Slides) ● Provide an overview of your research question and why you chose it. ● Present key findings with supporting data (charts, graphs, or visuals). ● Discuss the significance of your findings and their implications.
Personal Journey & Identity at Boys' Latin (1-2 slides) ● Describe your experiences at Boys' Latin and how they shaped who you are today. ● Discuss what you will be remembered for and your contributions to the community.
Alumni Interview (1-2 Slides) ● Share insights from your interview with a Boys' Latin Alum who is either currently in college or has graduated from college.
Future Plans and Career Goals (1-2 Slides) ● Outline your future academic or career goals, detailing the steps you plan to take next year and beyond. ● Discuss any future training, schooling, or experiences that align with your long-term goals.
Conclusion (1 Slide) ● Summarize what you have learned about yourself over your years at Boys' Latin. ● Explain why you have earned the right to receive a Boys' Latin High School Diploma and you embody the mission of Boys' Latin as a future alum.
Acknowledgements (1 slide)

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.