2026-27 Student and Family Handbook

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Administration Building:
339 N. 63rd Street
Philadelphia, PA 19139

High School:
5501 Cedar Avenue
Philadelphia, PA 19143

Middle School:
344 N. Felton Street
Philadelphia, PA 19139

Table of Contents

Governance and Leadership 3
Mission, Vision, Core Values, and Portrait of a Graduate 4
Student Pledge 5
Operations 6
Location
Calendar and Daily Schedules
Communication
School Closings
Transportation
Parent/Guardian Visitor Policy
Student Health Services Policy
Climate and Culture 12
Uniform Policy
Student Expression Policy
Attendance Policy
Truancy Policy and Program Description
Code of Conduct
Suspension and Expulsion Policy
Positive Behavior Support Policy
Academics 37
Grading Policy
Senior Defense
Athletics and Extracurricular Eligibility
Other Policies and Procedures 45
Acceptable Use Policy
One-to-One Laptop Program Policy
Student Records and Confidentiality Policy
Equal Opportunity/Harassment/Discrimination
McKinney-Vento Education for Homeless Children and Youth
Annual Parent Notice of Services for Students with Disabilities, Including
Special Education and Protected Handicapped Students
Language Instruction Educational Program Policy
Assisting Students Experiencing Instability
Title IX Grievance Process
Boys' Latin of Philadelphia Student and Family Handbook Form 80
Appendix 81
Portrait of a Graduate
Daily Schedules

Governance and Leadership

Board of Trustees:

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") is a public charter school, authorized by the School District of Philadelphia ("the district") to serve 800 students in grades six through 12 and governed by a local board of trustees, the Boys' Latin of Philadelphia Board of Trustees ("the board"). The board is comprised of committed parents, educators, alumni, and business and community leaders who volunteer their time and expertise to support our young men in achieving success in college and beyond. The board meets regularly throughout the school year. Meetings are public and all are welcome to attend. To learn more about the board, please visit www.boyslatin.org/about/board-of-trustees.

Trustee	Position
Charles Barrett Adams, Esq.	School Programming and Education Performance Committee
Michael Bowman, Esq.	Governance Committee
Nathaniel Morris	School Programming and Education Performance Committee
Lauren Myers	Governance Committee, School Programming and Education Performance Committee
Floyd Simpson, CFA, CAIA, CFP	Treasurer, Executive Committee, Audit and Finance Committee
Patrick South, CFA	Secretary, Development Committee, Executive Committee, Audit and Finance Committee
Elaine Wells	School Programming and Education Performance Committee
Felicia Wrice-Scott	Parent Representative
Wesley Wyatt	Chair, Development Committee, Executive Committee, Audit and Finance Committee, School Programming and Education Performance Committee

Senior Leadership:

Leader	Position
Ruth Gonzalez	Chief Administrative Officer
Dr. William Hayes	Chief Executive Officer
Alexis Montgomery	Senior Director of Academics
Zachary Paris	Senior Program Officer
Colleen Smith	Chief Operating Officer

School Leadership:

Leader	Position
Michael Sanford	Middle School Principal
Robert Parker	High School Principal

Mission, Vision, Core Values, and Portrait of a Graduate:

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 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. 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.

Core Value	**Description**
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.

Portrait of a Graduate:

Please see the *Appendix*.

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 e 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.

Operations:

Location:

Middle School:

The school serves students in grades six through eight at Boys' Latin Middle School ("the middle school"), which is located at 344 N. Felton Street, Philadelphia, PA 19139. The middle school campus includes the (1) middle school building, which is accessible via the main entrance on N. Felton Street; (2) Administration Building, which is accessible via the main entrance on N. 63rd Street; (3) Science, Technology, Engineering, Art, Mathematics, Music, and Mental Health ("STEAM³") Building (formerly the Fine Arts Building or "FAB"); and (4) Gym. Parking is available in the middle school lot, which is accessible via Callowhill Street between N. 63rd and N. Felton streets, as well as on the streets immediately surrounding the middle school campus, including N. 63rd, Callowhill, and N. Felton streets.

High School:

The school serves students in grades nine through 12 at Boys' Latin High School ("the high school"), which is located at 5501 Cedar Avenue, Philadelphia, PA 19143. The high school campus includes the high school building, which is accessible via the main entrance on Cedar Avenue. Parking is available in the high school lot, which is accessible via Hazel Avenue between 56th and 55th streets, as well as on the streets immediately surrounding the high school campus, including Cedar Avenue, 56th Street, Hazel Avenue, and 55th Street.

Calendar and Daily Schedules:

The official school calendar is published on the school's website: https://www.boyslatin.org/calendar. Please see the *Appendix* for the daily schedules.

Communication:

The school regularly communicates with parents/guardians by email, phone, and mail, and asks parents/guardians to not unsubscribe from or otherwise block these communications. Parents/guardians must promptly notify the school if their phone number, email address, address, or other pertinent information related to the student changes via the school's online student information update form.

School Closings:

In the event of a school closing due to a weather-related or other emergency, Boys' Latin notifies students and their parents/guardians via mass email and phone communications. School closing information may also be broadcasted on local radio and television stations and the school's social media accounts. The school reserves the right to operate virtually during an in-person school closing in alignment with its approved Flexible Instructional Day ("FID") program as approved by the Pennsylvania Department of Education ("PDE").

Transportation:

It is the responsibility of each student and their parent/guardian to transport the student to and from school and all school-related activities, unless otherwise notified by the school.

In accordance with the law, the district provides transportation to students whose primary residence is more than 1.5 miles from their respective school building (high school or middle school) via a SEPTA transportation pass. The district provides SEPTA transportation passes for all eligible students to the school, which the school then distributes to students at the frequency determined by the district. Please note that the district determines eligibility for a SEPTA transportation pass. In the event a student's primary residence changes during the school year, the student's parent/guardian must notify the school and provide an updated proof of residency. The school shares this information with the district as it may impact the student's eligibility for a SEPTA transportation pass. For more information regarding the district's transportation policy, please visit https://www.philasd.org/transportation/for-parents/.

The school also provides transportation to students, via the district or other authorized vendor, as required by the student's Individualized Education Program ("IEP").

In SY2027, the school is offering a shuttle bus transportation program for middle school students who live more than 1.5 miles from the middle school campus, which will transport eligible students to and from preidentified shuttle bus transportation stops and the middle school campus.

Parent/Guardian Visitor Policy:

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") welcomes and encourages parents/guardians to visit their student's school and observe their student in the classroom.

To visit, parents/guardians must:

1. Call or email their student's school in advance so that the school is aware of their plan to visit.
2. Immediately register at the front office and present proper identification upon arrival at their student's school.
3. Receive a school visitor badge and wear the badge at all times while in the school building.
4. Be escorted to their student's classroom by a school employee.

During periods of distance learning, parents/guardians are still required to notify the school in advance of visiting their students' virtual classrooms.

Please note that some days are not appropriate for visits (i.e. testing days). For this reason, Boys' Latin reserves the right to deny visit requests.

Student Health Services Policy:

The health and safety of students is a top priority of Boys' Latin of Philadelphia ("Boys' Latin" or "the school"). In accordance with 24 P.S. § 14-1401 et. seq School Health Services and other applicable laws, the school has developed this policy to support student health and safety. Strict adherence to this policy is required from all students and their parents/guardians.

Student Health Records:

The school nurse is responsible for maintaining a comprehensive health record, according to current nurse practices and medical standards, for each Boys' Latin student for the duration of the student's enrollment. All student health records shall remain confidential, and their contents will be divulged only when necessary for the health of the student or at the request of the parent/guardian to a physician licensed in the Commonwealth of Pennsylvania ("Pennsylvania" or the "state"). The school may disclose information from student health records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals in accordance with the Family Educational Rights and Privacy Act of 1974 ("FERPA").

If a student withdraws from Boys' Latin and enrolls in another school, Boys' Latin will send the student's health records to the student's new school. The school will maintain a student's health record for a period of at least two years after the student ceases to be enrolled.

Student Illness:

In alignment with public health guidance, if a student has the following symptoms, they should stay home because their illness could affect their ability to participate in school and there is concern that they might spread an infection to employees and students:

- Fever, including a fever with a new rash. Students should return to school when, for at least 24 hours, they have not had a fever (and are not using fever-reducing medication).
- Vomiting more than twice in the preceding 24 hours.
- Diarrhea that causes "accidents", is bloody, or results in greater than two bowel movements above what the student normally experiences in a 24-hour period.

- Skin sores that are draining fluid on an uncovered part of the body and are unable to be covered with a bandage.
- A rash you cannot identify.
- Red swollen eyes that itch and are draining pus.
- Been diagnosed with a strep infection. Students should be on antibiotics for 24 hours before reporting.
- Respiratory virus symptoms that are worsening or not improving and not better explained by another cause such as seasonal allergies. Respiratory virus symptoms may include but are not limited to fever or feeling feverish, chills, fatigue (tiredness), cough, runny or stuffy nose, headache, chest discomfort, decrease in appetite, diarrhea, muscle or body aches, new loss of taste or smell, sneezing, sore throat, vomiting, weakness, and wheezing. Students should return to school when, for at least 24 hours, their symptoms are getting better overall, and they have not had a fever (and are not using fever-reducing medication). Upon their return to school, students should take added precaution over the next five days, such as wearing a mask and being diligent about hygiene. If students develop a fever or start to feel worse after they have returned to school, they should stay home again until, for at least 24 hours, their symptoms are improving overall, and they have not had a fever (and are note using fever-reducing medication). Again, upon their return to school, students should take added precautions of the next five days.

Additionally, if a student never had symptoms of a respiratory virus, but tested positive for a respiratory virus, the student may be contagious and should take added precautions for the next five days.

All communicable diseases should be reported to the school nurse, even if students develop them over the weekend and are well enough to return to 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: COVID-19, chickenpox, strep throat or scarlet fever, pink eye, ringworm, Fifth's disease, impetigo, and scabies. The school nurse will inform teachers of health conditions of students which may affect behavior, appearance, or academic performance.

Student Medication:

It is the policy of the school to administer medications, including asthma inhalers and epinephrine auto-injectors, only to students with prior written permission from the parent/guardian and physician. A *Medication Administration Form* may be obtained from the school nurse. All students must have a completed and signed *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 completed and signed 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 school nurse. 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 contact information for parents/guardians and emergency contacts. In accordance with 24 P.S. § 14-1424, the school has at least one person certified in the use of cardiopulmonary resuscitation during regular school hours when school is in session and students are present.

In alignment with state law, all teachers will report to the school nurse any unusual behavior, changes in physical appearance, changes in attendance habits and changes in academic achievement, which may indicate impairment

of a student's health. The school nurse may, upon referral by the teacher or on their own initiative, advise a student's parent/guardian of the apparent need for a special medical or dental examination. If a parent/guardian fails to report the results to the school nurse, the school nurse will arrange the special examination.

Health Services:

Boys' Latin provides the following health services, including screenings and examinations, to students:

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 1st grade)
Dental Examination		X						Required on original entry (K or 1st 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	

The school nurse will advise a student's parent/guardian in advance of the date of examination and medical examinations will be made in the presence of the student's parent/guardian when so requested by the parent/guardian. In accordance with 24 P.S. § 14-1419, a student's parent/guardian may object to examination or treatment on religious grounds.

Following screenings, recommendations as to medical, surgical, or dental care will be sent to a student's parent/guardian on state-approved forms with instructions to the parent/guardian to consult the student's physician or dentist and to notify the school nurse of the action taken with respect to the recommendations.

Tuberculosis Testing:

The Pennsylvania Public School Code, Section 1402(a)(4) requires that students be tested for Tuberculosis ("TB"). The regulation requires that the testing occurs upon original entry into school and in grade nine. However, in November 1997, a joint letter was sent to schools from the Departments of Health and Education encouraging school boards to apply for a modification to the TB testing requirement that would allow for the elimination of all TB testing of students or to only test high-risk students.

At Boys' Latin, a tuberculin skin test will not be required for student enrollment or attendance. However, in accordance with Pennsylvania Public School Code, Section 1418(b), all school personnel are to be tested for TB prior to working for the school. School personnel to be tested include employees, independent contractors who provide direct services to students on behalf of a school, student teachers, and volunteers. The tuberculin test shall be performed by the school physician, or by a physician of the employee's choice. The person shall provide to the school a form that shows the TB test was administered within three months prior to the data the school receives the form. School personnel who have a documented nonsignificant tuberculin test are not required to have further tests unless they are exposed to a case of active TB or are directed otherwise by the Secretary of Health to have an additional test.

Immunizations:
The Pennsylvania Department of Health promulgates immunization regulations (28 Pa. Code §§ 23.81-87) that require parents or guardians of students enrolled in grades Kindergarten through 12 to have their children immunized against various communicable diseases. The required immunizations are as follows:

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	
Grades 6 and 7	**Doses**	**Notes**
Meningococcal Conjugate Vaccine	1	MCV; On the first day of seventh grade
Tetanus, Diptheria, and Accelular Pertussis	1	Tdap; On the first day of seventh grade
Grade 12	**Doses**	**Notes**
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 a student's first day of attendance at the school, the 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 by their fifth day of school or risk exclusion. If a student does not have all of the doses listed above, needs additional doses, and it is not medically appropriate for the student to receive the next dose of a multiple dose vaccine series by the student's fifth day of school, the student must provide a medical certificate setting out the schedule for the remaining doses by their fifth day of school. The medical certificate must be reviewed at least every 30 days and, if the requirements of the medical certificate are not being met, the student may be excluded from school.

These immunization regulations allow for students to be exempted from immunization for medical or religious reasons or on the basis of a strong moral or ethical conviction similar to a religious belief (28 Pa. Code § 23.84; see also 24 P.S. § 1303a(c) and (d)).

These immunization regulations do not apply to a student if one of the following occurs:

- The student has not been immunized or is unable to provide records on the first day of attendance due to being homeless. Children experiencing homelessness are exempt from the immunization requirements and are not required to submit any documentation of immunization or exemption under the protection of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 ("McKinney-Vento Act").
- The student has not been immunized or is unable to provide records on the first day of attendance due to being in foster care. Enrollment for youth in foster care must not be denied or delayed because documents and records normally required for school entry have not been provided. A student in foster care shall have 30 days to provide immunization records or complete an exemption.
- The student is moving or transferring into a school in the Commonwealth of Pennsylvania and is unable to provide immunization records immediately upon enrollment in the school. The student's parent or guardian shall have 30 days to provide immunization records or a medical certificate, or to complete an exemption.

- The Pennsylvania Secretary of Health has issued a temporary waiver because of national vaccine shortages or a disaster that impacts ability to provide immunization records pursuant to 28 Pa. Code § 23.85(h).

The school assists parents/guardians by informing them of the immunizations that their students are lacking, the county or local immunization services available, and the consequences of noncompliance. The school reports students who are excluded from attendance as a result of these immunization regulations as having unexcused absences, but, pursuant to 24 Pa. Code § 1401417., does not seek commencement of proceedings or imposition of penalties against any person on the basis of a violation of compulsory attendance requirements that resulted from failure of a student to comply with immunization requirements.

Athletics:

Comprehensive Initial Pre-Participation Physical Evaluation:

In accordance with 24 P.S. §5-511: School athletics, publications, and organizations and Pennsylvania Interscholastic Athletic Association, Inc. ("PIAA") requirements, a student who wishes to participate in an interscholastic sport must have a comprehensive initial pre-participation physical evaluation ("CIPPE") by an Authorized Medical Examiner. PIAA defines an Authorized Medical Examiner as a licensed physician of medicine or osteopathic medicine, a certified physician assistant, a certified registered nurse practitioner, or a school nurse practitioner. A CIPPE may be performed no earlier than June 1st and, regardless of when performed during the school year, remains effective only until the next May 31st. Please note that while the *CIPPE Form* is completed in connection with the sports pre-participation physical, it may also be used to satisfy the 11th grade mandated physical examination requirements.

The student's parent or guardian must complete Section 1: Personal and Emergency Information and complete and sign Section 2: Certification of Parent/Guardian and Section 3: Health History of the *CIPPE Form*. The Authorized Medical Examiner performing the student's physical evaluation prior to participation in a sports program must then complete Section 4: PIAA Comprehensive Initial Pre-participation Physical Evaluation and Certification of Authorized Medical Examiner of the *CIPPE Form*. Section 6: PIAA Comprehensive Pre-Participation Physical Re-Evaluation and Re-Certification by an Authorized Medical Examiner of the *CIPPE Form* is completed by the Authorized Medical Examiner if a physical evaluation is required prior to re-certification. Section 7: CIPPE Minimum Wrestling Weight of the *CIPPE Form* must be completed by an Authorized Medical Examiner prior to the participation of any student in interscholastic wrestling.

Sudden Cardiac Arrest:

In accordance with 24 P.S. § 14-1425, a student participating in or desiring to participate in an athletic activity and the student's parent/guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgment of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet that includes information about electrocardiogram testing. Once each school year, a coach of an athletic activity shall complete the sudden cardiac arrest training course offered by a provider approved by the Pennsylvania Department of Health. A coach of an athletic activity may not coach the athletic activity until the coach completes the training course.

Climate and Culture

Uniform Policy:

The Boys' Latin uniform teaches students how to prepare for college and career success and serves as a symbolic picture of belonging to the Boys' Latin brotherhood. Uniforms are mandatory for all students and must be worn during school and all school-related activities, unless otherwise authorized by the principal. Students are required to arrive at school and school-related activities in uniform. The school checks each student to confirm adherence to the uniform policy upon the student's arrival at school. 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.

Flynn O'Hara is the school's official uniform provider. If purchasing elsewhere, please contact the school first for guidance. Only uniforms purchased from Flynn O'Hara are guaranteed to be acceptable. Uniforms must fit properly and may not be tattered, discolored, or ripped at the seams.

For regulations regarding labs, sports, or other special circumstances, modifications to this uniform policy or other guidance will be provided by the principal.

Students are not permitted to wear:

- Outerwear during the school day.
- Sweatshirts, including hoodies, or sweaters.
- Pants that are not khaki in color, including sweatpants.
- Bandanas, hats, or any head covering (unless given permission for religious/medical reasons).
- Shorts.

Please note that students are not allowed to wear Boys' Latin outerwear, including sweatshirts. The principal may designate days on which wearing Boys' Latin outerwear is allowed and will communicate any such dates to students and their parents/guardians.

Any student required to alter or modify the uniform for religious reasons must submit a signed letter from their parent/guardian to the principal by the end of the conclusion of the first full week of school. Students whose religion prohibits their pants from touching the ground may have their pants hemmed to an appropriate length.

Boys' Latin reserves the right to modify this policy during the school year.

High School Uniform:

From the first day of school through the last school day of the first quarter and from the first school day of the fourth quarter through the last day of school, students in grades nine through 12 must wear a short-sleeve maroon Boys' Latin polo shirt, khaki dress pants, black belt, black dress socks, and black dress shoes.

From the first school day of the second quarter through the last school day of the third quarter, and as otherwise designated, students in grades nine through 12 must wear a navy Boys' Latin blazer or cardigan, long-sleeve blue oxford shirt, Boys' Latin navy/maroon striped tie or Boys' Latin college acceptance tie, khaki dress pants, black belt, black dress socks, and black dress shoes.

If students find themselves to be uncomfortably cold while wearing the short-sleeve maroon Boys' Latin polo shirt, they may instead wear the (1) Boys' Latin blazer or cardigan, long-sleeve blue oxford shirt, and Boys' Latin navy/maroon striped tie or Boys' Latin college acceptance tie; or (2) v-neck sweater vest over the blue oxford shirt and under the Boys' Latin blazer.

Please note that the ability to wear the Boys' Latin cardigan and college acceptance tie is a privilege that students must earn.

Students must also have their Boys' Latin student identification card ("ID") on their person at all times.

Middle School Uniform:
From the first day of school through the last school day of the first quarter and from the first school day of the fourth quarter through the last day of school, students in grades six through eight must wear a short-sleeve maroon Boys' Latin polo shirt, khaki dress pants, black belt, black dress socks, and black dress shoes.

From the first school day of the second quarter through the last school day of the third quarter, and as otherwise designated, students in grades six through eight must wear a maroon Boys' Latin v-neck pullover sweater, long-sleeve blue oxford shirt, Boys' Latin navy/maroon striped tie, khaki dress pants, black belt, black dress socks, and black dress shoes.

If students find themselves to be uncomfortably cold while wearing the short-sleeve maroon Boys' Latin polo shirt, they may instead wear the Boys' Latin v-neck pullover sweater, long-sleeve blue oxford shirt, and Boys' Latin navy/maroon striped tie.

Students must also have their Boys' Latin student ID on their person at all times.

Detailed Uniform Item Information:

Item	Detailed Information
Black Belt	A plain black, leather or leather-like belt. Studs, logos, or other ornamentation is not allowable. The belt buckle must also be plain and standard size.
Black Dress Shoes	All-black, formal dress shoes.
Black Dress Socks	All-black dress socks. White, tan, and other color or black printed socks are not allowable.
Blue Oxford Shirt	A long-sleeve, blue shirt in oxford material with a buttoned-down collar. Logos or designs are not allowable. Shirts must be tucked in at all times.
Boys' Latin Student ID	Issued to students by the school at the beginning of each school year. Students must request replacements from the Administrative Assistant.
Khaki Dress Pants	Khaki dress pants. Khaki jeans, chinos, and slacks are not allowable.
Maroon Polo Shirt	This short-sleeve, maroon shirt must be purchased from Flynn O'Hara. Shirts must be tucked in at all times.
Maroon Sweater	This long-sleeve, v-neck, pullover sweater with the Boys' Latin emblem or crest on the left breast must be purchased from Flynn O'Hara.
Maroon Sweater Vest	This v-neck sweater vest with the Boys' Latin emblem or crest may be purchased from Flynn O'Hara.
Navy Blazer	A navy blue blazer with gold buttons and the Boys' Latin emblem or crest on the left breast pocket. Blazers with the Boys' Latin emblem may be purchased from Flynn O'Hara. Boys' Latin crest patches may be purchased from the school and must be sewn onto blazers not purchased from Flynn O'Hara.
Navy/Maroon Striped Tie	The navy and maroon striped Boys' Latin tie must be purchased from Flynn O'Hara. Ties must be tied as directed below.

Tying a Necktie:
The four-in hand knot, also known as a simple knot due to the little fuss required to produce it, is the most popular and preferred way to wear a tie and the choice of the world's best-dressed. It most likely originated from the members of the Four-in-Hand Club in London, who made it fashionable. For assistance with tying a necktie, please use the instructions for tying a four-in hand knot and corresponding diagram below:

- Begin with the wide end on your right and extend 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.)
- Bring the wide end of the tie over the narrow (right side to left side).
- Bring the wide end underneath the narrow end (left side to right side).
- Bring the wide end of the tie over the narrow again (right side to left side).
- Bring the wide end of the tie through the back of the loop (left side to center).
- 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.

- Remove your finger and tighten the knot.
- Hold the narrow end of the tie and slide the knot up to the collar.

For additional assistance with tying a necktie, students and their parent/guardian may utilize the step-by-step instructions for tying a four-in hand knot and the corresponding instructional video provided by Ties.com: https://www.ties.com/how-to-tie-a-tie/four-in-hand.

Student Expression Policy:

In accordance with the Philadelphia Commission on Human Relations Regulation No. 9 Uniform Policy of Non-discrimination as to Transgender and Gender Non-conforming Youth ("PCHR 9") and all other applicable laws, Boys' Latin of Philadelphia ("Boys' Latin" or "the school") has established the below policy on student expression.

Names/Pronouns:
Boys' Latin is a school for students who identify as male. The school shall use the name and pronouns with which a student identifies in all interactions between the student and the school as well as in written correspondence, records, or communication of the school.

Hate Speech:
Employees of the school shall not use derogatory or offensive terminologies when communicating with or referring to a transgender or gender nonconforming student. Employees of the school shall take reasonable steps to prevent and promptly correct any derogatory or offensive terminologies used in communication with or in reference to a transgender or gender nonconforming student. The school acknowledges that offensive slurs when used in any context may be considered hate speech.

Privacy/Confidentiality:
Boys' Latin is a school for students who identify as male. Employees of the school shall not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including other employees, other students, parents/guardian, and other members of the public, unless the student has authorized such disclosure. Employees of the school shall take reasonable steps to prevent and promptly correct any disclosure of information that may reveal a student's transgender identity or gender nonconformity to others, including other employees, other students, parents/guardians, and other members of the public, unless the student has authorized such disclosure.

Gender-Expansive Activities:
Boys' Latin is a school for students who identify as male and, as such, all students shall be permitted to participate in activities consistent with their gender identity.

Gender-Neutral Language:
Boys' Latin is a school for students who identify as male and, as such, uses gender-specific language such as "boys", "he", "him", and "his" when referring to students. To the extent possible, the school uses "parent/guardian" instead of "mother" or "father".

Restroom Access:
Boys' Latin is a school for students who identify as male and, as such, all students have access to a restroom that corresponds to their gender identity. The school shall provide access to but shall not require the use of a single-stall restroom for all students. The single-stall restroom available to students is located in the health suite.

Locker/Dressing Room Access:
Boys' Latin is a school for students who identify as male and, as such, all students have access to a locker/dressing room that corresponds to their gender identity. The school shall provide access to but shall not require the use of a single-stall restroom for all students, which can be used as an alternative to the locker/dressing room should increased privacy be needed or desired, regardless of the underlying reason.

Dress Codes/Uniform:
Boys' Latin is a school for students who identify as male and, as such, the school's *Uniform Policy* corresponds to students' gender identity or expression.

Discrimination/Harassment:
The school acknowledges the definition of "discrimination" under the Fair Practices Ordinance. Boys' Latin immediately and thoroughly investigates any incident of discrimination, harassment, or violence, and fully communicates the process which will be used during the investigation and the status of the investigation to students. The school shall take appropriate corrective action to remediate discrimination or harassment.

Training and Posting:
The school shall conduct training for all employees on their responsibilities under the uniform policy of non-discrimination set forth in applicable laws and PCHR-9. To the extent possible, the school shall implement ongoing professional development to build the skills of employees to prevent, identify, and respond to bullying, harassment, and discrimination against transgender and gender nonconforming youth. This policy shall be available to employees, students, parents/guardians, and all other members of the school community as well as the general public in English and any other primary language of students who access Boys' Latin on the school's website and in the school's *Student and Family Handbook*.

Attendance Policy:

In accordance with 24 P.S. §§ 13-1326 – 13-1354: Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences Boys' Latin has established the below attendance policy. Please note that 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. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered, or approved high school. Furthermore, a student who is of 16 years of age who is regularly engaged in any useful and lawful employment or service during the time the public schools are in session, and who holds an employment certificate issued according to the law is exempt from compulsory attendance.

Parents/guardians must notify the school of their student's absence, late arrival (tardiness), and/or early dismissal via the school's online attendance reporting form.

Excused Absences:
In accordance with all applicable laws, the school identifies the following as excused or lawful absences:

- Student illness when the student's parent/guardian has provided a written description ("parent/guardian note") of the illness within three calendar days of the first day of absence due to the illness and the total days of absence in any one school year does not exceed nine days. A medical note, as described below, is required to excuse students for any absence for illness of three or more consecutive school days.
- Student illness exceeding two consecutive or nine total school days in one school year, when the parent/guardian provides a medical note, which is a note signed by a licensed physician describing the illness and substantiating that the illness requires absence from school.
- Serious illness or death in the family (mother, father, sibling, grandparent, aunt, uncle, or cousin) with written documentation. A note from a parent/guardian may be used for absence due to this reason of up to two consecutive school days. A medical note is required for absence due to this reason of three or more consecutive school days.

- The death of a close friend for which the student is experiencing extreme grief or feelings of loss. A note from a parent/guardian may be used for absence due to this reason of up to two consecutive school days. A medical note is required for absence due to this reason of three or more consecutive school days.
- Required court attendance with written documentation from the court.
- Educational tours and trips, upon written request by a student's parent/guardian and prior approval by the principal. The student's parent/guardian must submit the written request to the principal no less than seven calendar days before the requested absence. The principal shall indicate approval in writing within 48 hours of receiving the written request.
- School-sponsored field trips and other similar activities.
- Obligatory religious observances of the student's own faith, upon written request by a student's parent/guardian and prior approval by the principal. The student's parent/guardian must submit the written request to the principal no less than seven calendar days before the requested absence. The principal shall indicate approval in writing within 48 hours of receiving the written request.
- Suspension.

A note from a parent/guardian may only excuse a student for up to two consecutive school days and no more than nine total school days during a school year. All absences will be considered unexcused or unlawful until the school receives a parent/guardian note, medical note, or written documentation from the court as described above, which must be submitted within three calendar days of the absence. It is the responsibility of the parent/guardian to ensure that the school receives the parent/guardian note, medical note, or written documentation from the court within three calendar days of the absence. Failure to provide a written excuse within three calendar days may result in the absence being recorded, permanently, as unexcused or unlawful.

Please note that students are responsible for all work missed while absent excused from school.

Unexcused Absences:
In accordance with all applicable laws, the school identifies the following as unexcused or unlawful absences:

- No parent/guardian note, medical note, or written documentation from the court from a parent/guardian is received by Boys' Latin explaining the absence within three calendar days of the absence.
- An absence of more than two consecutive school days for which only a parent/guardian note has been submitted.
- Lack of required immunizations, medical plan, or exemptions after the fifth day of school.
- Other reasons not listed in the "Excused Absences" section above.

Please note that students who are absent unexcused from school are not allowed to participate in school-sponsored after school activities on the date on which the student was absent unexcused. If a student is absent unexcused on a Friday, then the student is not allowed to participate in school-sponsored after school activities over the weekend.

Consecutive Unexcused Absences:
In accordance with state law, general education students who are absent for 10 consecutive days must be dropped from the active membership roll unless the school is provided with evidence that the absences are legal or compulsory attendance prosecution is being pursued. For the purpose of this policy, "compulsory attendance prosecution is being pursued" means that the school has referred the student to Regional Truancy Court ("RTC") as per the school's *Truancy Policy and Program Description*. When a general education student achieves five consecutive unexcused absences, the school notifies the student's parent/guardian in writing. When a general education student achieves 10 consecutive unexcused absences, the school notifies the student's parent/guardian in writing that the student has been dropped from the active membership roll. The school furthermore notifies the student's school district of residence in writing.

In accordance with state law, the standard disenrollment procedure described above does not apply when a student with a 504 Service Agreement ("504 Plan") or an Individualized Education Plan ("IEP") have achieved 10

consecutive unexcused absences. Instead, in compliance with the law, Boys' Latin complies with the following procedures.

- Procedure for students with a 504 Plan:
    - On the day a 504 Plan student accumulates five consecutive unexcused absences, the school issues a written notification to the parent/guardian stating that:
        - The student has accumulated five consecutive unexcused absences.
        - The parent/guardian is to withdraw their student if the student attends another school.
        - The school will convene a School Attendance Improvement Conference ("SAIC") to develop a School Attendance Improvement Plan ("SAIP") if the student's attendance does not improve.
    - On the day a 504 Plan student accumulates 10 consecutive unexcused absences, the school issues a written notification to the parent/guardian informing them of the date and time of the SAIC the school scheduled on behalf of the student. The parent/guardian must respond to the school if the date and/or time are not amenable. The SAIC is to take place within one week of this notification.
    - On the day of the originally scheduled SAIC, in the event the parent/guardian does not attend (or respond), the school is to issue a written notification to the parent/guardian offering three additional dates and times for the SAIC. Parent/guardian is informed that the third date and time option will be assumed for the SAIC if the school does not otherwise hear from the parent/guardian.
    - On the third date and time option, the school holds the SAIC, with or without the parent/guardian present, to develop a SAIP for the student. The school issues the SAIP to the parent/guardian.
    - After issuing the SAIP, the school must wait 10 days.
    - If the school receives no reply from the parent/guardian within 10 days following the date of issuance of the SAIP, the school is to drop the student from the active membership roll and notifies the student's school district of residence.
- Procedure for students with an IEP:
    - On the day a special education student accumulates five consecutive unexcused absences, the school is to issue a written notification to the parent/guardian stating that:
        - The student has accumulated five consecutive unexcused absences.
        - The parent/guardian is to withdraw their student if the student attends another school.
        - The school will convene a SAIC to develop a SAIP if the student's attendance does not improve.
    - On the day a special education student accumulates 10 consecutive unexcused absences, the school issues a written notification to the parent/guardian informing them of the date and time of the SAIC the school scheduled on behalf of the student. The parent/guardian must respond to the school if the date and/or time are not amenable. The SAIC is to take place within one week of this notification.
    - On the day of the originally scheduled SAIC, in the event the parent/guardian does not attend (or respond), the school issues a written notification to the parent/guardian offering three additional dates and times for the SAIC. Parent/guardian is informed that the third date and time option will be assumed for the SAIC if the school does not otherwise hear from the parent/guardian.
    - On the third date and time option, the school holds the SAIC, with or without the parent/guardian present, to develop a SAIP for the student. The school issues the SAIP along with a Notice of Recommended Educational Placement ("NOREP") to the parent/guardian.
        - Please note that the change in placement is that the student is being removed from the school's active membership roll for not attending.
    - After issuing the NOREP and SAIP, the school must wait 10 days.
    - If the school receives no reply from the parent/guardian within 10 days following the date of issuance of the NOREP and SAIP, the school drops the student from the active membership roll and notifies the student's school district of residence.

Tardies:
Students who arrive late to school will only have their tardiness excused for the medical, legal, educational tours and trips, and obligatory religious observance reasons described in the "Excused Absences" section above. The notice and approval requirements stated for these reasons in the "Excused Absences" section above apply to tardies as well. Please note that students are considered tardy if they arrive after the start of the school day.

Early Dismissals:
Requests by parents/guardians for the early dismissal of students during school hours may be made for the purposes listed in the "Excused Absences" section above. Early dismissals like absences should only occur on rare occasions. Please make routine appointments after school hours. Ordinary household or personal matters involving students are also to be handled outside regular school hours.

To dismiss a student early from school, the student's parent/guardian must submit a request in writing to the administrative assistant of their student's school. Upon receiving the written request, the administrative assistant shall call the student's parent/guardian to authenticate the request. The written request must include how the student is to be dismissed early from school. The school offers two methods of early dismissal: (1) a student may be dismissed early from school without a parent/guardian with the written consent of their parent/guardian or (2) a parent/guardian may pick up their student from school. Parents/guardians may pick up their student from school if they are listed as a parent/guardian or an emergency contact in the school's student information system. To pick up a student, the parent/guardian must report to the main entrance of the school, present a state identification card or driver's license, and complete the early dismissal log.

Parents/guardians are asked to not dismiss their students early within 30 minutes of the end of the school day.

Truancy Policy and Program Description:
Introduction:
The Commonwealth of Pennsylvania ("Pennsylvania" or "the state") 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. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered, or approved high school. Furthermore, a student who is of 16 years of age who is regularly engaged in any useful and lawful employment or service during the time the public schools are in session, and who holds an employment certificate issued according to the law is exempt from compulsory attendance. 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").

This policy is designed to improve student attendance in partnership with students, parents/guardians, and truancy reduction partners.

Response to Truant Students:
Truancy Warning Notification Letter:
Within 10 school days of a student's third unexcused absence, the school attendance officer or their designee sends a written truancy warning notification letter to the student's parent/guardian, in the preferred language of the parent/guardian, to (1) inform them of their student's truant status and the actions that will follow in the event their student becomes habitually truant; (2) provide notice that habitually truant students may not transfer during the school year to a cyber charter school unless a judge determines that the transfer is in the best interest of the

student per 24 P.S. § 13-1333; and (3) share resources available to help students and parents/guardians with returning to compliant compulsory school attendance and opportunities for further academic recovery.

School Attendance Improvement Conference:
If a student continues to accrue absences after the truancy warning notification letter has been sent, the school attendance officer or their designee invites the student and their parent/guardian to a School 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, the student's parent/guardian and other support figures, school principal (or designee), school counselor or social worker, members of the Individualized Education Program ("IEP") or 504 Service Agreement ("504 Plan") team (if applicable), and recommended services providers (if applicable). Please note that the parent/guardian may refuse the participation of individuals external to the school. During the SAIC, participants work collaboratively to develop a School Attendance Improvement Plan ("SAIP") to support the student's improved attendance for the remainder of the school year or until the student is no longer of compulsory school age by identifying the barriers to school attendance and the action steps each party to the SAIP has agreed to take to eliminate the barrier(s). Please note that non-attendance information may be shared during the SAIC and, if so, is shared in a factual, non-threatening manner. Please also note that the school shall hold the SAIC as scheduled regardless of the participation of the student and/or the student's parent/guardian. In such an event, the school attendance officer or their designee shall share the SAIP with the student and their parent/guardian.

If the student has an IEP, a meeting of the IEP team is convened before and separate from the SAIC to conduct a manifestation determination review ("MDR"). If the MDR finds that the student's truancy is the result of the student's disability, the IEP shall be used to address the behavior. If the MDR finds that the student's truancy is not the result of the student's disability, then the SAIC proceeds as normal.

When the SAIP is in place, if a student is subsequently, unlawfully absent, at any point within the school year, the school attendance officer or their designee sends an official notice of the unexcused absence to the student's parent/guardian, which informs them that the SAIP has been violated and further action will be initiated. If possible, this notification shall be sent via certified mail.

The school attendance officer or their designee tracks the interventions listed in the SAIP, maintains detailed information regarding the student's attendance, and continues to document all attempts to contact the student's parent/guardian to address the student's truancy. The school shall allow at least two weeks to elapse before taking additional steps. Please note that depending on the barriers identified and the action steps agreed to, more time may be required and, if so, shall be communicated to all relevant parties.

Please note that the school shall also hold a SAIC and provide a SAIP for all students who meet the definition of habitually truant who transfer to the school during the school year and shall ask whether the student who presents for enrollment during the school year has six or more unexcused absences during that school year at the prior school.

Response to Habitually Truant Students:
First Referral to Project Go:
If, after the SAIC has been held, a student reaches a total of six or more unexcused absences and school-based interventions have failed, the school attendance officer or their designee submits a first referral for the student to Project Go. Upon receiving the first referral, Project Go produces and sends an initial warning letter via first class mail to the parent/guardian of the student. Project Go sends a soft copy of the letter to the school attendance officer for the student's file.

Following the first referral, the school attendance officer or their designee shall continue to monitor the student's attendance and communication with the student's parent/guardian. Additionally, the school shall allow the student's parent/guardian at least 10 days from the date of the initial warning letter to contact the school attendance officer.

Second Referral to Project Go:

If a student's unexcused absences continue to accrue following the first referral to Project Go, the school attendance officer or their designee shall submit a second referral for the student to Project Go with a copy of the student's SAIP and attendance log for the current school year. Project Go reviews the second referral and, if it accepts the second referral, proceeds with a family conference for the student. Project Go coordinates the date and time of the family conference with the school attendance officer, and then sends notice of the family conference to the student's parent/guardian by mail and email at least two weeks in advance of the conference. Project Go sends a soft copy of the family conference letter to the school attendance officer for the student's file. Before the family conference, Project Go calls the student's parent/guardian to remind them about the conference at least three days in advance of the conference.

Please note that Project Go hosts two types of family conferences. The first type is the group family conference, which is held for informational purposes, includes multiple families of truant students, runs 60 to 90 minutes in length, and is best suited for students and families that have been referred for truancy for the first time. The second type is the individual family conference, which allows for more in-depth discussion regarding barriers to school attendance, includes one family, and runs 30 minutes in length.

The following individuals attend the family conference: Project Go team member(s), school attendance officer, student, student's parent/guardian, and other relevant school staff. Project Go facilitates the conference and documents the results of the conference. During the conference, the school attendance officer presents a written attendance record for the current school year including dates and days of absences via hard copy for in-person meetings and soft copy for virtual meetings.

After the family conference, the school attendance officer or their designee (1) investigates, documents, and ensures the validity of all unexcused and excused absences; (2) continues to document in writing all contacts concerning attendance between the school and the parent/guardian of the student; and (3) ensures the accuracy of the attendance record. After the family conference, Project Go (1) emails a copy of any documentation to the school attendance officer and the student's parent/guardian; (2) checks in with the school, student's parent/guardian, and/or student on the agreed upon date which shall be at least 30 days after the family conference; and (3) completes any agreed upon referrals to other agencies.

Regional Truancy Court Referral:

If a student continues to accrue unexcused absences after Project Go's intervention, the school refers the student to Regional Truancy Court ("RTC") via Project Go. Please note that in order to be referred to RTC, a student must have accrued at least 10 unexcused absences during the current school year. The school attendance officer submits the student's SAIP, parent/guardian contact log, attendance record for the current school year, attendance record for the previous school year (if applicable), and report card to Project Go. Project Go refers the student to RTC by submitting the aforementioned documents. Once the referral is made, the student and their parent/guardian are assigned a case manager from a truancy provider unless the family is already active in the Philadelphia Department of Human Services ("DHS") or a community umbrella agency ("CUA").

Project Go communicates the hearing date to the school. The student, the student's parent/guardian, school attendance officer or other school personnel, Project Go team member, and truancy caseworker must attend the hearing. Possible outcomes of RTC are:

- Continued, which means that another hearing is scheduled.
- Discharged, which means that the case is closed because the student's attendance has improved or a loss of jurisdiction.
- Transferred, which means that the case is transferred to Family Court.

Throughout the RTC process, the school continues to monitor the student's attendance and supports the student and their parent/guardian.

Truancy and Disciplinary Action:
Boys' Latin students shall not receive exclusionary consequences for truant behavior. More specifically, the school shall not expel or suspend (out-of-school) a student or reassign or transfer a student to an alternative education for disruptive youth ("AEDY") program for truant behavior and these actions shall not be included in a SAIP. Please note that an in-school suspension is not considered a disciplinary reassignment. Additionally, the school shall hold an SAIC prior to any referral of a student to a legal entity.

Code of Conduct:

Overview:
The school is committed to the implementation of the *Boys' Latin of Philadelphia Code of Conduct* ("the code of conduct") through the thoughtful use of restorative justice as a primary approach when possible. Through the use of restorative practices, the school aims 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.

The code of conduct is an official document that serves to:

- Describe the expectations of all students attending Boys' Latin.
- Describe a positive and safe school environment.
- Specify the rights and responsibilities of students.
- Define attendance requirements.
- Safeguard the rights of students.
- Define conduct that disrupts a positive and productive learning environment.
- Standardize procedures for disciplinary action.

Provisions in the code of conduct apply to all students in grades six through 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. The code of conduct does not restrict the school's legal and statutory authority to protect the health, safety, and welfare of students and employees. A copy of the code of conduct is provided to and reviewed with each student and their parent/guardian at the beginning of the school year. Please direct all questions and concerns regarding the code of conduct to the principal.

Please note that parents/guardians are expected to support adherence to the code of conduct and failure to do so may result in the removal or prohibition from school premises and activities without expressed permission from the principal.

Enforcement:
The code of conduct is enforced:

- On school property at all times.

- For each student from the time the student leaves their home on the way to school to the time the student returns to their home after the conclusion of the school day.
- While students are on a bus or other vehicle operated for or by Boys' Latin for any purpose.
- During all school-related activities.
- During the continuation of any incident that began at school, including actions using online and/or social networks.

Out-of-School Conduct:
The code of conduct also applies to out-of-school conduct by a student if the school determines that the nature of such conduct indicates the student presents a threat to the health, safety, or welfare of students and/or employees, or to the reputation of Boys' Latin. Such out-of-school conduct shall include, but is not limited to:

- 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 school may be notified by the DAO or other applicable authorities in the event a student is arrested. When the school receives such reports, the reports are reviewed, and the school may take disciplinary action as outlined in the 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 employees.

Level One Infractions:
All level one infractions of the code of conduct are addressed by an employee with documentation of the infraction and consequence. The consequences for a level one infraction are:

- Community Service
- Corrective Behavior
- Detention
- Parent/Guardian Phone Call
- Restorative Action
- Restorative Conference
- Loss of Privileges
- Saturday Detention
- Suspension from Extracurricular Participation

Infraction Number	Infraction Title	Infraction Description
1.1	Community Compliance	Community infractions include but are not limited to outerwear and book bags that are not appropriately stored; phones, food, drink, and other distractions that are visible or being using during unallowable times or locations; not sitting in one's assigned seat without permission; failure to produce materials needed for class; use of profanity, sexually explicit language, or gestures in any school setting.
1.2	Disruptive Behavior	Behavior in classrooms and other school building spaces that disrupts the learning environment and prevents others from learning.
1.3	Failure to Carry Hall Pass and/or Appropriate ID	Students are required to have their Boys' Latin IDs with them as a part of the school uniform. Additionally, students are required to carry a hall pass at all times other than during class transitions.
1.4	Insubordination	Examples of insubordination in classrooms and other school building spaces includes, but is not limited to, walking/running away from an employee; walking out of class without permission; and refusing to cooperate in any manner with multiple employees' requests.
1.5	Tardiness	Arriving late to school or class.

1.6	Uniform Violation	Failure to comply with all parts of Boys' Latin's uniform policy, which includes wearing the Boys' Latin student identification card.
1.7	School-Issued Device Compliance	School-issued device infractions include but are not limited to leaving a school-issued device unattended or unsecured; failing to safely pick up, hold, or carry a school-issued device as directed; and failing to follow any other care guideline listed in the *One-to-One Laptop Program Policy*.

Level Two Infractions:
All level two infractions of the code of conduct are addressed by the Dean of Students, Manager of Climate and Culture, Assistant Principal, or Principal with documentation of the infraction and consequence as well as parent/guardian contact. The consequences for a level two infraction are:

- Behavior Contract
- In-School Suspension
- Level One Infraction Consequence
- Mandatory Parent Conference
- Out-of-School Suspension

Infraction Number	Infraction Title	Infraction Description
2.1	Academic Cheating, Plagiarism, and Forgery	Plagiarism is using, without permission, the ideas and writings or another, either word for word or in substance, and representing such as one's own. 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). Forgery is the signing of a document in another's name. Includes the use of artificial intelligence ("AI") unless otherwise permitted by the student's teacher.
2.2	Consensual Sexual Touching	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 or other students' genitals.
2.3	Cutting	Skipping scheduled classes or rostered activities and leaving the building without permission.
2.4	Damaging, Stealing, or Losing Property (Minor)	The act of damaging, defacing, taking, not returning, or losing the property of another without permission. The damaged, stolen, or lost items are valued at $50.00 or less.
2.5	Disorderly Conduct	Engaging in threatening, violent, or tumultuous behavior; making unreasonable noise, using obscene language, or making an obscene gesture; or creating a hazardous or physically offensive condition.
2.6	Elopement	Walking out of class or assigned area/activity without permission.
2.7	Gambling	Betting or wagering for money, favors, or fun.
2.8	Inappropriate Behavior: Employees	This includes, but is not limited to, any non-threatening words and/or actions that are directed toward an employee in either an overtly loud, profane, or demonstrative manner.
2.9	Inappropriate Behavior: 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.
2.10	Inappropriate Use of Technology	Inappropriate use of technology includes but is not limited to 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.
2.11	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.
2.12	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.
2.13	Persistent Disruption	This is behavior that continually disrupts the learning environment and results in a removal from class.

2.14	Persistent Insubordination	This is behavior that results in removal from class. Examples of persistent insubordination include but are not limited to continued and repeated ignoring of redirection; walking/running away from an employee or walking out of the class without permission; refusing to cooperate despite multiple requests; and refusal to surrender a phone.
2.15	Physical Aggression	Physical contact (e.g., pushing, shoving, hitting, slapping) involving one or more offenders.
2.16	Possession of Unauthorized Materials	Possession of any flammable paraphernalia without the intent to use (e.g., matches, lighters, poppers, etc.).
2.17	Presence in a Restricted Area	Knowingly entering a location of the building where the student is not allowed.
2.18	Provocation	Argumentative words, not actions, intended to provoke a violent reaction.
2.19	Repeated Level One Infractions	Defined as on average three or more level one infractions within one class period or more than eight level one infractions within one week.

Level Three Infractions:
All level three infractions of the code of conduct are addressed by the Dean of Students, Manager of Climate and Culture, Assistant Principal, or Principal with documentation of the infraction and consequence as well as parent/guardian contact. The consequences for a level three infraction are:

- Expulsion
- Level Two Infraction Consequence
- Long-Term Disciplinary Placement
- Suspension with Intent to Expel

Infraction Number	Infraction Title	Infraction Description
3.1	Aggravated Assault	An unlawful physical attack by one person upon another resulting in serious bodily injury.
3.2	Arson and/or Possession of Fireworks and Other Explosive Devices	The malicious burning of another's property. Students may not possess or use fireworks, or the paraphernalia needed to explode them on school grounds or during school activity.
3.3	Breaking a Behavior Contract	Failure to fulfill the commitments agreed to by the student in a behavior contract.
3.4	Bullying	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 substantially interferes with a student's education, or creates a hostile learning environment, or substantially disrupts school operations. 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.
3.5	Burglary	Unlawful entry into a building or other structure without expressed permission and/or the intent to commit a felony or theft.
3.6	Consensual Sexual Activity	Students who, on school property or at a school-sponsored event and with the consent of witnesses and other participating students engage in intercourse, oral sex, or simulated sex.
3.7	Cyberbullying	Cyberbullying is bullying that 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.
3.8	Extortion	Students who obtain money, property, or services from another student and/or school community member by express or implied threat of force.
3.9	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, or pepper spray (mace). This list does not include ordinary instruments, such as pencils.
3.10	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, including inviting outside parties to participate.
3.12	Non-Consensual Sexual Misconduct	Attempting or carrying out a non-consensual sexual act with another person. Depending on the nature of the incident, the school may involve law enforcement.
3.13	Physical Aggression with Malicious Intent	Physical contact (e.g., pushing, shoving, hitting, slapping) involving one or more offenders and with malicious intent.
3.14	Physical Assault	Physical assault involving one or more persons that escalates into punching, wrestling, knocking down, or damaging/destroying property.
3.15	Possession of Pornographic Material	The possession, sharing, or production of any known obscene or sexually explicit material in the school environment.
3.16	Possession or Use of Illegal Drugs, Tobacco, or Alcohol, or Engagement in Illicit Activity	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. The school will report the incident and provide all information concerning the matter to law enforcement.
3.17	Reckless Endangerment	Reckless behavior that could cause injury, including, but not limited to, the throwing of objects and the pulling of fire alarms.
3.18	Repeated Level Two Infractions	Multiple level two infractions committed during a defined period of time.
3.19	Robbery	Taking or attempting to take the property of another by force or threat of force or by putting the victim in fear.
3.20	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.
3.21	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, the school may involve law enforcement.
3.22	Theft	Taking, attempting to take, or not returning the property of another when the property is valued at more than $50.00.
3.23	Threats	Physical, verbal, written, or electronic threat 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 (e.g., secretly or stealthily pursuing another and/or spying on or watching another person, with or without the intent to harm, frighten, or coerce).
3.24	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 the code of conduct or the law, when the property is valued at more than $50.00.

Search and Seizure:
For the safety of the entire school community, Boys' Latin 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 and emptying pockets, or the principal or their designee searching students with a metal detector wand.

If a student is found in the possession of items that are illegal or prohibited, the student will receive an appropriate school offense and law enforcement may be involved.

Notification of Weapon Incidents:
In compliance with 24 P.S. §1303.2-A, the school notifies parents, guardians, and school employees of incidents involving the possession of a weapon on any school property if the incident constitutes a violation of 24 P.S.

§1317.2 18, Pa.C.S. § 912, or the school's policies relating to weapons. Please note that under the law, "school property" and "weapon" are defined as follows:

Term	Definition
School Property	Public school grounds; a location where a school-sponsored activity is conducted; a conveyance providing transportation to a school entity, nonpublic school, private school or school-sponsored activity
Weapon	Includes, but is not limited to, any knife, cutting instrument, cutting tool, nun-chuck stick, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury

Unless the circumstances of the incident necessitate otherwise, the school shall make the required notification within 24 hours of the incident occurring via a method of communication likely to reach parents, guardians, and school employees, even if a threat assessment determines there is no threat. If the incident occurs at a school building, then the school may limit notification to parents and guardians of students enrolled in or attending, or school employees assigned to the campus of the building where the incident occurred. If the incident occurs at a school-sponsored activity or on a public conveyance providing transportation to or from a school or school-sponsored activity, the school shall ensure that the required notification reaches the appropriate population of parents, guardians, and school employees. Please note that if the incident is not directly related to the school-sponsored activity or students or staff involved in the activity, then no notification is required. Except as required to notify the parent or guardian of a student found in possession of a weapon, to provide noticed to school employees assigned to a student found in possession of a weapon, or as otherwise permitted, the school's notification to parents, guardians, or school employees shall not contain personally identifiable information about the student.

Cell Phone Infractions:
Cell phones are prohibited during the school day unless approved by the principal or classroom teacher for emergency or academic use. Consequences may include the issuance of a corrective behavior, detention, or confiscation. Principals have the authority to determine appropriate consequences for repeated cell phone infractions.

Academic Integrity Infractions:
Boys' Latin is an institution dedicated to continued academic, personal, and social growth. This can only be achieved when individual members of the institution commit to the community ideal of academic integrity. Academic integrity requires the devotion of all students and employees. It requires that all students and employees 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 a tradition of academic excellence, the school must ensure that the school's accomplishments take place within a climate of honesty, respect, and trust. Therefore, it is the school's goal that every constituent of the school – students, families, and educators – abide by an honor code that binds constituents to the goals of academic integrity. Please note that the school considers the use of AI, unless otherwise permitted by the student's teacher, an academic integrity infraction.

First Academic Integrity Offense:

- Student will receive a zero if the offense pertains to homework.
- 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.
- The teacher will notify the parents/guardians of the student.

- The student may meet with the school social worker or school counselor to discuss the behavior.
- The student will be referred to the principal or their designee and the Honor Council for further disciplinary action and restoration.

Subsequent Academic Integrity Offense(s):

- No credit will be given for the work.
- The teacher will contact the parents/guardians of the student.
- The student will be referred to the principal or their designee and the Honor Council for further disciplinary action and restoration.
- A conference with the student, teacher, parent/guardian, school social worker or school counselor, and the principal or their designee will be conducted.
- If poor academic integrity is documented in multiple classes, it will result in suspension or expulsion.

Bullying:

Bullying is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. Bullying can take on various forms including:

- Physical bullying, which is when one person engages in physical force against another person, such as by hitting, punching, kicking, pinching, or restraining another.
- Verbal bullying, which is when someone uses their words to hurt another, such as by belittling or calling another a hurtful name.
- Nonverbal or relational bullying, which is when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of bullying also includes intimidating another person by using gestures.
- Cyberbullying, which is the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve:
    - Sending mean, vulgar, or threatening messages or images.
    - Posting sensitive, private information about another person.
    - Pretending to be someone else in order to make that person look bad.
    - Intentionally excluding someone from an online group.
    - Hazing, which is an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate.
    - Sexualized bullying, which is when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, exposing private body parts, creating or sharing images or videos involving private body parts or sexualized materials (including artificially generated materials), and utilizing sexualize language or innuendos.

Anyone who sees an act of bullying, and who then encourages it, is engaging in bullying. This applies to all members of the school community. Engaging or participating in bullying will result in disciplinary action in alignment with the school's *Code of Conduct*.

Suspension and Expulsion Policy:

This policy governs the suspension and expulsion of students from Boys' Latin. The board recognizes that exclusion from the school's educational program, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process.

The board intends not only that this policy be applied when facts and circumstances clearly warrant the imposition of a suspension or expulsion, but also that the expulsions are pursued by the school only when absolutely necessary and appropriate. In addition, the board is aware that, pursuant to state regulations, if a student is expelled from Boys' Latin, it is that student's parent/guardian who is responsible for the student's continued education.

However, the board intends that the school will continue to assist all expelled students and their parents/guardians by providing alternative education options that are separate from Boys' Latin.

Definitions:

- ***Alternative Education:*** A system of options for students that provides a high quality academic program and supports that address the diverse needs of students significantly at risk of dropping out of school, returning from court-sponsored placements, and those subject to disciplinary transfer or expulsion.
- ***Expulsion:*** The exclusion of a student from Boys' Latin, by a majority vote of the governing board via resolution, for a period exceeding 10 consecutive school days. Expulsions may be permanent or for a specified period of time.
- ***Long-Term Suspension:*** An exclusion from school and/or any school activity or function for a period of four to 10 consecutive school days.
- ***Short-Term Suspension:*** An exclusion from school and/or any school activity or function for a period of three school days or less.
- ***Suspension:*** The exclusion of a student from school for a period of one to 10 consecutive school days.

Suspension:
The principal or administrative designee of the school may suspend any student for violation(s) of the code of conduct for up to 10 consecutive school days and shall immediately report the suspension and the reason(s) for the suspension in writing to the Chief Executive Officer ("CEO") or the CEO's designee. Prior approval by the CEO is required for long-term suspensions. If the student receives specialized services, the principal or administrative designee shall confer with the Director of Specialized Services before suspending the student.

A student shall not be suspended for more than five days at a time except in cases where the principal or administrative designee determines that the student's continued presence poses a threat of disruption to the academic process, or a threat to the safety of the school community. Suspensions may not be made to run consecutively beyond the 10-school day period.

No student may be given a short-term or long-term suspension without a student conference with the principal or administrative designee. Prior notice of a suspension is not required where it is clear that the health, safety, or welfare of the school population is threatened. The purpose of the student conference is to inform the student of the reason(s) for the suspension and to grant the student the opportunity to respond. In addition to holding a student conference, the school shall notify the student's parent/guardian in writing via email at the time of the student's suspension.

When a student is given a long-term suspension, the student and the student's parent/guardian shall be given the opportunity for an informal hearing.

Informal Hearings:
The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student is being suspended and for students, their parents/guardians, and school officials to discuss ways by which future offenses might be avoided.

The following due process requirements shall be observed in regard to the informal hearing:

- The student and parent/guardian shall be given written notice via email of the reasons for the suspension.
- The school shall offer to hold the informal hearing within the first five days of the suspension.
- The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
- The student may question any witness present at the informal hearing.
- The student may speak and produce witnesses who may speak at the informal hearing.

- Parents/guardians and students have the right to request to review student records and any witness statements.

Expulsion:
The board may permanently expel from Boys' Latin any student whose misconduct, disobedience, and/or violation of the code of conduct warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the board, authorized committee of the board, or qualified hearing examiner appointed by the board.

Expulsions shall be brought before the board by the CEO or the CEO's designee who shall notify the board that the school is recommending a student for expulsion.

The board shall vote at a public meeting on whether the student shall be expelled for any length of time or whether a lesser sanction shall be imposed. The board or its designee shall notify the student's parent/guardian of the date of the vote prior to the vote taking place. The parent/guardian shall be afforded the opportunity to address the board at the public meeting.

Expulsions shall be effective upon the affirmative vote of a majority of the board.

Expulsions shall be permanent unless a period of time for the expulsion is specified at the time the board votes on the expulsion. Expulsions for weapons-related offenses shall be for at least one year. However, the board may consider imposing a lesser sanction for a weapons offense if recommended by the CEO because of special circumstances presented by the student and or the student's parent/guardian.

Documentation of the minutes from the regularly scheduled public board meeting during which the board decided on an expulsion shall be maintained.

Formal Hearings:
General Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing. A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board, or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student.

The following due process requirements shall be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's parent/guardian by email and certified mail.
- At least three days' notice of the time and place of the hearing shall be given.
- A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice. The student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- The hearing shall be in private unless the student or the student's parent/guardian requests a public hearing.
- The student may be represented by counsel, at the expense of the student's parent/guardian, and may have a parent/guardian 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 has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses on their own behalf.
- A written or audio record of the hearing shall be maintained in the student's file. 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 indigent.

- The proceeding shall be held within 15 school days of the notification of the charges, unless mutually agreed to 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 Individual with Disabilities Education Act ("IDEA", 20 U.S.C.A. §§ 1400-1482).
    - In cases in juvenile or criminal court proceeding involving assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- Notice of a right to appeal the results of the hearing to the board at the regularly scheduled board meeting during which a vote on the matter of the student's expulsion shall be provided to the student and their parent/guardian.

Adjudication:
Written adjudication shall be issued after the board has acted to expel a student. The adjudication may include additional conditions or sanctions.

Attendance/School Work During Suspension and Prior to Expulsion:
Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within the guidelines established by the board.

Students recommended for expulsion shall be placed in their normal classes during the period prior to the formal expulsion hearing and the decision of the board if the formal hearing is not held within the 10 school day suspension.

If it is not possible to hold the formal hearing within the first 10 school days, the school may exclude such a student from class for up to five additional, 15 total, school days if, after an informal hearing, it is determined that the student's presence in their normal classes would constitute a threat to the health, safety, or welfare of others. Any student so excluded shall be provided with options for alternative education, including home study.

Any further exclusion prior to a formal hearing may be only by mutual written agreement between the school and the student's parent/guardian. Such students shall be given alternative education, which may include home study.

Procedural Requirements and Conditions:
The CEO or the CEO's designee shall develop administrative procedures to implement the above policies which include:

- Publication of a student code of conduct.
- Procedures that ensure due process when a student is being deprived of the right to attend school.
- Regulations regarding student records, which require that records of disciplinary suspension be maintained in accordance with the law.
- The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the board. Such students may be designated by code.
- Procedures for return to school following a suspension.
- Annually submitting documentation demonstrating that the school has complied with all requirements of 22 Pa. Code Chapter 12, including without limitation: (1) a compliant notice of the hearing sent to the student and family; (2) the charges on expulsion approved by the board; (3) if the student who is subject to the board approved expulsion has an IEP, all evidence that a manifestation determination process, as required by the IDEA was properly conducted; and (iv) information regarding any manifest determination.
- Annually submitting, pursuant to the guidelines of the Charter Schools Office of the School District of Philadelphia ("CSO"), a list of students recommended for expulsion, the reason for such expulsion, and whether the student withdrew prior to expulsion.

- If any student was expelled or withdrew from Boys' Latin as a result of an Act 26 weapons violation, pursuant to 24 P.S. § 13-1317.2, the school shall provide to the district the student's name and documentation related to the violation within two (2) business days after the student is expelled or withdraws.

All administrative procedures developed by the CEO or designee shall be advertised in school, on the school's website, and made available to all students' parents/guardians.

Disciplinary Exclusions of Students Eligible for Special Education:
The school adheres to the regulations established in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA 2004") and 22 Pa. Code Chapters 14 and 711 regarding disciplinary exclusions of students eligible for special education and of students not yet determined eligible for special education and related services if the school had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred in accordance with 34 C.F.R. § 300.534. In accordance with the law, the school maintains the provision of a free and appropriate public education ("FAPE") to a student with a disability during all disciplinary exclusions.

If the student is eligible for special education, the school must determine whether the disciplinary exclusion being contemplated is a change in educational placement as described in 22 Pa. Code § 14.143 or § 711.61. According to 22 Pa. Code §§ 14.143 and 711.61 and IDEA 2004, an intended disciplinary exclusion of a student eligible for special education is a change in educational placement in any of these situations:

- The disciplinary exclusion is for more than 10 consecutive school days.
- A series of removals that constitute a pattern as defined under 34 C.F.R. § 300.536.
- The disciplinary exclusion, when accumulated with other disciplinary exclusions in a single school year, exceeds 15 school days.
- The disciplinary exclusion (for any length of time) involves a student with an intellectual disability.

For all students eligible under IDEA and Section 504, the school must conduct and document a manifestation determination prior to and within 10 days of disciplinary change in educational placement. A student with a disability may be removed to a 45-school-day interim alternative educational setting without regard to whether the behavior was a manifestation of the student's disability if the student:

- Carries a weapon or possesses a weapon at school, on school premises, or at a school function.
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
- Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function.

In addition, a student with a disability may be removed to an appropriate interim alternative educational setting for not more than 45 school days if a hearing officer orders the change in placement after determining that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. The school may also seek a court order to remove a student with a disability from school or to change a student's current educational placement, if the school believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others. If a discipline problem involving a student eligible for special education with an intellectual disability is immediate or so severe as to warrant immediate action, the school will contact the student's parent/guardian to see if they will agree to a change in education placement. If there is no agreement, the school will contact the PDE Bureau of Special Education to request permission to impose a disciplinary exclusion which would be a change in educational placement. If approved by PDE, the school will issue a notice to the student's parent/guardian.

During the manifestation determination, the school, the student's parent/guardian, and relevant members of the student's IEP team, as determined by the school and parent/guardian, determine whether the conduct is a manifestation of the student's disability. If this group determines that the conduct was a manifestation of the

student's disability, the IEP team must either conduct a functional behavioral assessment ("FBA"), unless the school had conducted a FBA before the behavior that resulted in the change of educational placement occurred, and implement a behavior intervention plan ("BIP") for the student; or if a BIP has already been developed, the IEP team must review the BIP and modify it, as necessary, to address the behavior.

If it is determined that the student's behavior was not a manifestation of the student's disability, then the school may proceed with the disciplinary exclusion via the procedures for changing educational placement. A student's parent/guardian may dispute a manifestation determination and a disciplinary exclusion by requesting a due process hearing, thereby invoking pendency. Such hearings will be expedited, occurring within 20 school days of the date of the due process complaint requesting the hearing is filed.

If during the manifestation determination, the school determines that the conduct was the direct result of a failure to implement the IEP, the school will take immediate steps to remedy the deficiencies.

For any student with a disability who is removed from their current placement for disciplinary purposes, the student will continue to receive educational services in the interim alternative educational setting that is determined by the IEP team so as to enable the student to continue to progress in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student's IEP will include services and modifications that are designed to prevent the behavior from recurring. After meeting all procedural requirements, if the IEP team recommends a disciplinary exclusion which would constitute a change in educational placement, the school will follow all notice requirements for changes in educational placement.

Positive Behavior Support Policy:

Overview:

In accordance with Individuals with Disabilities Education Act ("IDEA") and the Pennsylvania Department of Education ("PDE") Chapter 14 ("Chapter 14"), positive rather than negative measures must form the basis of behavior support programs for students who have been determined to be eligible for special education supports and services. Boys' Latin of Philadelphia ("Boys' Latin" or "the school") ensures all eligible students are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs should include evidence-based or research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques [§14.133(a)].

The following **aversive techniques of handing behavior are considered inappropriate and ARE PROHIBITED** and therefore they are not used at Boys' Latin:

- Corporal punishment
- Punishment for a manifestation of disability
- Locked rooms, boxes, or other structures or spaces from which the student cannot readily exit
- Noxious substance
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspension constituting a pattern
- Treatment of a demeaning nature
- Electric shock

Functional Behavior Assessment:

Chapter 14 requires a functional behavior assessment ("FBA") prior to developing an individual behavior plan. An FBA usually consists of a team-based assessment and inquiry process through which the team identifies target behaviors and determines the antecedent conditions and consequences in order to arrive at the hypothesized function(s) of the behavior. Then, the team uses this information to design an individualized positive behavior

support plan for the child. Under the IDEA, an FBA is required when the behaviors in question result in disciplinary exclusion from school (suspension of more than 10 consecutive days or more than 15 cumulative school days or when expulsion is being considered) and when behaviors are determined to be a manifestation of the child's disability. Under revised Chapter 14, however, an FBA is also required as a prerequisite to all individualized behavior support plans. Further, a positive behavior support plan must be developed by the Individualized Education Program ("IEP") team for eligible children "who require specific intervention to address behavior that interferes with learning." The annotated IEP form promulgated by the Pennsylvania Training and Technical Assistance Network ("PaTTAN") reinforces the point that an FBA and a positive behavior support plan are required whenever the IEP team determines that the "special consideration" of behavior impeding the learning of self, or others, applies to the student in question.

FBA: The Process

Functional Behavior Assessment is a process for gathering information to understand the function (purpose) of behavior in order to write an effective Positive Behavior Support Plan ("PSBP"). FBA is a valuable process to identify positive behavior practices and learning. The identification of the function or purpose of a behavior of concern, guides a team through the development of function-based strategies. Function-based behavior plans are an effective method of addressing behaviors, developing positive proactive behaviors, and increasing academic achievement.

In addition, **according to regulatory requirements an FBA must be conducted:**

1. When the IEP team checks "yes" under "Special Considerations for behavior that impedes the student's learning or the learning of others."
2. When a behavior violates a "code of student conduct" and is determined by the IEP team to be a manifestation of the student's disability.
3. When a student is removed from their current placement as a result of weapon possession, and/or illegal drug possession/use, and/or serious bodily injury.
4. When the student is removed from their placement for more than 10 consecutive or 15 cumulative school days and the behavior is determined not to be related to their disability.
5. When the school contacts law enforcement.
6. Whenever the IEP team (1) determines that a student's behavior is interfering with their learning or the learning of others, and (2) requires additional information to provide appropriate educational programming.

The ultimate goal of an FBA is to develop a testable hypothesis. The hypothesis is an educated guess based on measurable and observational data, which leads a school team to identify the function of the behavior of concern. The information gathered through the FBA process identifies the situations or circumstances when the student engages or does not engage in a target behavior and identifies the consequences that reinforce the student's engagement in that behavior. This identification process leads to the development of a testable hypothesis.

A hypothesis derived from a completed FBA must provide (a) a precise definition of the target behavior, (b) the antecedent conditions under which the behavior does or does not occur, (c) the consequences that consistently maintain the behavior, and (d) the perceived function the behavior serves the student.

A completed FBA fills in the missing information of the hypothesis statement:

When this occurs (antecedent) _____, the student does (target behavior) _____, in order to get or avoid (function) _____.

There is no one way to complete an FBA; rather the goal of this process is to develop a testable hypothesis. Horner & Sugai (2007) define three levels of FBA as: Informal FBA, Indirect/Simple FBA, and Complex FBA (see below).

Informal	• Archival Review

	• Problem-solving Meeting • A-B-C Data
Indirect/Simple	• Checklist • Functional Assessment Interview • Initial Line of Inquiry • Brief Observation/Scatter Plot • A-B-C Data
Complex	• A-B-C Data • Structured, Direct Observation

An **Informal FBA** is conducted in school by staff who regularly interact with the student. It is conducted as part of school team problem-solving activities. An **Indirect/Simple FBA** is conducted by the school entity by individuals such as a school psychologist, special education teacher, or guidance counselor in collaboration with the student team. This level of FBA typically involves interviews, checklists, and brief observation. The most intense level of FBA, known as a **Complex FBA**, is conducted by an IEP team or Multi-Disciplinary Team ("MDT") team member of the school, district, or intermediate unit with the school-based student team. This level is the most time intensive and involves interviews and extensive direct observations.

All three levels of FBA maintain the same goals:

- Define the target behavior.
- Identify the events/antecedent triggers that reliably predict the occurrence or nonoccurrence of the target behavior.
- Identify the consequences that maintain the behavior.
- Identify setting events that increase the likelihood of the occurrence of the targeted behavior.

Permission to Evaluate or Revaluate:
An FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §300.301 through 34 CFR §300.311 to assist in determining whether the child is or continues to be a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan (PBSP). As with other individualized evaluation procedures and consistent with 34 CFR §300.300 (a) and (c), **parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.**

Positive Behavior Support Plan:
A Positive Behavior Support Plan can be used as a proactive action plan to address behavior(s) that are impeding learning of the student or others. PBSPs are appropriate for all students. If developed for a student with an IEP, this becomes a part of IEP. The PBSP includes positive behavioral interventions, strategies, and supports. All Behavior Support Plans should focus on understanding why the behavior occurred (i.e. the function or communicative intent), then focus on teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies, and effective communication.

Subsequent to a referral to law enforcement, for a student with a disability who has a PBSP, an updated FBA and PBSP shall be required.

Members of Positive Behavior Support Team:
The members of the Positive Behavior Support Team will depend upon the specific needs of the student in question. In most cases the team may consist of the same members as required and outlined for members of an IEP team. In addition, other experts may be part of the team.

Positive Behavior Support Plan Development:

Developing a PBSP is a process. For the process to be success, several steps must occur. These steps are as follows:

- Address the Problem Behavior:
    - Faculty/staff member makes personal contact with parent/guardian to establish a working relationship, discuss concerns, and brainstorm possible solutions.
    - School and classroom interventions are implemented and data collection on outcomes begins.
    - If classroom interventions are unsuccessful, teacher informs other professionals that this student exhibits behavior that is interfering with the learning of student and/or peers.
- Understanding the Problem Behavior/ Conducting the FBA:
    - Team professionals (parents/guardians, teachers, counselor, administrator, psychologist, program specialist, language/speech specialist, nurse, etc.) consult to understand the cause of the misbehavior and brainstorm solutions.
    - Conduct the appropriate level FBA.
- Developing a PBSP:
    - The Positive Behavior Support Plan Team meets to formally discuss and strategize on the results of the FBA: contributing environmental factors and functional factors (**why** the student is misbehaving).
    - A formal plan of action, the PBSP, is developed with behavior goals developed.
    - Roles/responsibilities are assigned, many people can be designated on the PBSP.
    - A system of communication between the involved parties is formalized.
- Implementing the Behavior Support Plan:
    - The environment and/or curriculum is changed to support the identified replacement behavior(s) and general positive behaviors.
    - New appropriate behaviors are taught and reinforced.
    - Goal(s) acquisition is continuously monitored as specified.
    - The communication plan to progress monitor the interventions is followed.
- Monitoring/Evaluating the Plan:
    - The team monitors the success of the plan and document progress.
    - The team reconvenes to review progress, as appropriate.
    - If unsuccessful, the team plans next steps (revise, redo, assess, etc.).

Overview of Physical Restraints:
22 Pa. Code Chapter 14 provides guidance on physical restraints. The regulations state that restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used, and the use of **prone restraints is prohibited** in Pennsylvania educational settings. Prone restraints are those in which a student is held face down on the floor.

A restraint as defined by Chapter 14 is the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body.

The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him/her from one area to another. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.

Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to themself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

Requirements When Restraint is Used:
The school must notify the parent of the use of restraint to control the behavior of a student. The Bureau of Special Education ("BSE") recommends this notification be within one school day of the restraint. Additionally, there needs to be an IEP team meeting **within 10 school days** of the inappropriate behavior causing the use of restraints. The only reason for an IEP meeting to not take place is if the parent, after written notice, agrees in writing to waive the meeting.

When an IEP meeting occurs, the team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. The outcome of this meeting must be documented.

Restraint Contained in an IEP:
The use of restraints may be included in a student's IEP only if the following conditions apply:

- The restraint is utilized with specific component elements of positive behavior support.
- The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- Staff is authorized to use the procedure and have received the necessary training required to safely implement the use of restraints.
- There is a plan in place for eliminating the use of restraints through the application of positive behavior support.
- The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
- Parental consent is obtained prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 711.46(f).

Reporting of Restraints:
Chapter 14 requires reporting of restraints in the Commonwealth of Pennsylvania. The web-based system for reporting restraints was developed by the Pennsylvania Department of Education and is known as RISC ("Restraint Information System of Collection"). It can be accessed at https://apps.leaderservices.com/risc and is only accessible to individuals designated by the Local Education Agency ("LEA").

Anytime a restraint is used, it must be reported to PDE via RISC. It is also the responsibility of the home school district to report all incidences of restraints, even for those students attending an Approved Private School or out of district placement.

Each time a restraint is entered into RISC, the BSE staff is notified. A person from the BSE reviews the data within 10 working days of recording. If the BSE has questions, the contact person for the school entity will be notified.

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: • 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 *Language Instruction Educational Program Policy*. 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 *Language Instruction Educational Program Policy*.

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.

Credit Requirements:

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

Non-credit Requirements:

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.

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
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

Pennsylvania Graduation Pathway:

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 *Program of Studies*.	
Item	**Policy**	
Grade Level Classification	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 *Boys' Latin Middle College and Dual Enrollment Manual*.	
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 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.

Other Policies and Procedures

Acceptable Use Policy:

Boys' Latin recognizes the value of computers 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 Boys' Latin.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to employees 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 Boys' Latin-owned equipment.

Rights and Responsibilities:

It is the policy of Boys' Latin to maintain an environment that promotes ethical and responsible conduct in all online network activities by employees 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, Boys' Latin recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, Boys' Latin retains the following rights and recognizes the following obligations:

- 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.
- To remove a user account from the network.
- 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.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Boys' Latin-owned equipment and, specifically, to exclude those who do not abide by the *Acceptable Use Policy* or other policies governing the use of school facilities, equipment, and materials. Boys' Latin reserves the right to restrict online destinations through software or other means.
- To provide guidelines and make reasonable efforts to train employees and students in acceptable use and policies governing online communications.

Employee Responsibilities:

- Employees 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 Boys' Latin.
- Employees 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:

- Use of the electronic media provided by Boys' Latin is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to employees, 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:

- A student should exercise caution, in consultation with a parent or school employee, before revealing their 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/guardian if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

System Security:

- The security of the schools' computers and/or computer services is a high priority. Any student who identifies a security problem must notify an employee immediately. The student shall not demonstrate the problem to others or access unauthorized material.

Acceptable Use:

- All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of Boys' Latin.
- 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.
- Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
- All communications and information accessible via the network should be assumed to be private property.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
- From time to time, Boys' Latin will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use:

- Giving out personal information about another person, including home address and phone number is strictly prohibited.
- Plagiarism, which means students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc) or developed through the use of AI. When Internet sources are used in student work, the author, publisher, and web site must be identified.
- Any use of the network for commercial or for-profit purposes is prohibited.
- Excessive use of the network for personal business shall be cause for disciplinary action.
- Any use of the network for product advertisement or political lobbying is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- 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.
- 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.
- Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
- The unauthorized installation of any software, including shareware and freeware, for use on Boys' Latin computers is prohibited.
- 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.
- Boys' Latin's network may not be used for downloading entertainment software or other files not related to the mission and objectives of Boys' Latin 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 Boys' Latin.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
- Use of the network for any unlawful purpose is prohibited.
- Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is

prohibited.

- Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
- 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:

- ***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 employees. The student will also be subject to disciplinary action for any violations of school policies/procedures or school rules.
- ***Required Sharing of Computer Passwords with School Employees:*** 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.
- ***Parent/Guardian Access to Student Computer:*** Parents/guardians may request assistance from the Technology department in gaining access to their child's computer. Parents/guardians are responsible for supervising their child's use of the computer and Internet access when in use at home.
- ***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*.
- ***Return of Computers:*** Computers must be returned in an acceptable working order at the end of the school year or whenever requested by school employees. 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:

- Boys' Latin cannot be held accountable for the information that is retrieved via the network.
- 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.
- Boys' Latin 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.
- Boys' Latin makes no warranties (expressed or implied) with respect to:
    - the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
    - any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
- Students shall lose access to their Boys' Latin email address immediately upon withdrawal from the school and within 12 months of graduating from the school.
- Boys' Latin reserves the right to change its policies and rules at any time.

One-to-One Laptop Program Policy:

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") prepares boys for success in college and beyond. To support students in achieving this mission, the school issues one Chromebook and one Chromebook charger (together, "school-issued device") to each student. This policy outlines the management, rights, responsibilities, and fees of the school's One-to-One Laptop Program ("the program").

Management:

The One-to-One Laptop Program is managed by the Boys' Latin Technology Department. For questions or concerns related to the program, and to report device issues, damage, loss, or theft, please contact support@boyslatin.org.

Rights:

Boys' Latin issues one school-issued device to each student for the student to use for school-related purposes. The student's school-issued device remains the property of the school. The student's right to use and possess this property begins on the date the student's parent/guardian signed the *One-to-One Laptop Program Agreement* and terminates on the last calendar day of the student's enrollment at Boys' Latin unless terminated earlier by the school. The school reserves the right to terminate the agreement at any time. If the student fails to return the property by the termination date, the student or parent/guardian agrees to pay for the school-issued device in the amount outlined in the **Fees** section below. Graduating seniors who meet all graduation requirements may be eligible to keep their school-issued device for use in college and beyond. A parent/guardian may waive their student's right to a school-issued laptop (see **Waiver**).

Participation in the program requires strict adherence to this policy as well as the school's *Acceptable Use Policy* and *Code of Conduct* and relevant local, state, and federal laws, including the Children's Internet Protection Act ("CIPA"). Failure to adhere to these policies and laws may result in the revocation of the student's rights as well as disciplinary action in accordance with the *Code of Conduct*.

Responsibilities:

Each student is responsible for the school-issued device they have been issued and must use it in accordance with this policy as well as the school's *Acceptable Use Policy* and *Code of Conduct*. Each student is required to transport their school-issued device to and from school and use it during school on each school day during the school year. A student's school-issued device is not otherwise permitted to leave the student's home. School-issued devices in need of repair must be reported to the Technology Department via support@boyslatin.org within one school day (see **Management**). Students must also notify their teachers of any interruption of access to their school-issued device. Student responsibilities related to device use, care, maintenance, damage, and loss are outlined below. Failure to adhere to these responsibilities may result in disciplinary action in accordance with the *Code of Conduct*.

Use:

Students must use their school-issued device each school day. Students must log in under their assigned username and password and never share this information. At home, students are encouraged to use their school-issued device in a common room of the home or dedicated learning space and charge the device fully each night. Students must arrive at school each school day with a fully charged school-issued device. Students are not permitted to loan or share school-issued devices.

Care:

To protect school-issued devices, students must follow these guidelines:

- Do not transport the school-issued device outside of the home, other than to and from school.
- Store the school-issued device on a desk or table and never on the floor.
- Do not remove the school-issued device case or screen protector.
- Use two hands to open the lid and carry the school-issued device.
- Close the lid before moving the school-issued device.
- Do not pick up the school-issued device by the screen or place your finger directly on the screen with any force.

- Do not close the lid with anything inside the school-issued device.
- Do not obstruct the school-issued device's vents.
- Never leave the school-issued device unattended or unsecured.
- Do not remove labels or other identifying stickers from the school-issued device.
- Protect the school-issued device from extreme heat or cold, pets, food, drinks, and other liquids.
- Take care when inserting and removing cords, cables, and other removable storage devices.
- Do not write, draw, paint, or place stickers/labels on the school-issued device.
- Before prolonged periods of inactivity, shut down the school-issued device before closing the lid.

Maintenance:
Routine maintenance on school-issued devices will be conducted by the Technology Department. However, students are encouraged to follow these protocols:

- Always turn off and disconnect the school-issued device from the power outlet before cleaning.
- Never use liquids on the school-issued device screen or keyboard.
- Clean the screen with a soft, dry microfiber cloth only if needed.
- Use designated computer disinfectant wipes to clean other parts of the school-issued device including the keyboard.
- Wash hands frequently when using the school-issued device to avoid build up on the touch pad.

Damage, Technical Issues, and Theft:
Students must report damage, issues, and concerns related to their school-issued device to the Technology Department via support@boyslatin.org within one school day (see **Management**). School-issued devices may only be repaired by the Technology Department. Damage due to negligence as well as loss or theft of a school-issued device is the responsibility of the student and parent/guardian and will result in the fees outlined in the **Fees** section below. In the event the school-issued device is lost due to theft, the parent/guardian must immediately file a police report and notify the school. The school may request a copy of the police report.

Fees:
The school issues one school-issued device to each student for a one-time fee of $25.00. This one-time fee is due upon the signing of the *One-to-One Laptop Program Agreement*. The student or parent/guardian must remit payment to the school in order for the student to receive a school-issued device. The one-time fee defrays the cost of the warranty the school purchases for each school-issued device and covers the cost of all repairs eligible under the warranty. All other fees related to the program are outlined below.

Repairs:
$45.00 for each broken Chromebook screen
$45.00 for each broken Chromebook bezel
$300.00 for each damaged Chromebook due to liquid damage or pest contamination

Lost Devices:
$300.00 for each lost Chromebook
$45.00 for each lost Chromebook charger

In the event a school-issued device is lost due to theft, if the student or parent/guardian report of the incident is deemed credible, the school will replace the equipment at no charge to the student or parent/guardian.

Waiver:
The school requires each student to have access to a laptop to be used for school-related purposes. If a student wishes to use their personal laptop instead of a school-issued device, the student's parent/guardian may waive their right to receive a school-issued device by signing the *One-to-One Laptop Program Waiver*. By signing the *One-to-One Laptop Program Waiver*, the parent/guardian, on behalf of their student, agrees to the following terms:

- The student shall waive their right to receive a school-issued device and instead use their personal laptop for the entire school year of the school year listed on the *One-to-One Laptop Program Waiver*.
- The student shall use their personal laptop for all school-related purposes, which includes (1) transporting their personal laptop to and from school and using it as directed during the school day each school day of the school year, and (2) using their personal laptop outside of school hours for school-related purposes as directed.
- The student is solely responsible for using their personal laptop for school-related purposes. Boys' Latin shall not be responsible or liable for any loss or damage incurred to a student's personal laptop.
- The student confirms that their personal laptop is running a Windows, iOS, or Linux operating system and is capable of running all programs required by the school.
- The student shall use their personal laptop for school-related purposes in compliance with this policy as well as the school's *Acceptable Use Policy* and *Code of Conduct* and relevant local, state, and federal laws.

Student Records and Confidentiality Policy:

Statement of Policy:

The Boys' Latin of Philadelphia Student Records and Confidentiality Policy ("the policy") is adopted by the Boys' Latin of Philadelphia Board of Trustees ("the board") as the Boys' Latin of Philadelphia ("Boys' Latin" or "the school") plan for the collection, maintenance, and dissemination of student records. Copies of this policy shall be maintained by the school and updated as required by changes in state or federal law. Copies of this policy shall be submitted to Pennsylvania Department of Education ("PDE") upon request.

An official student record shall be maintained for each student. This record shall contain only certified information of recognized importance and may be used only for the benefit or welfare of the student. Any other records shall be considered provisional and temporary and shall be destroyed when their usefulness is no longer apparent or when the student leaves the school. Records shall be directly accessible only to the professional staff, the student, and the parent. Boys' Latin recognizes the need to protect the confidentiality of personally identifiable information in the education records of all students. This policy has been prepared to insure the privacy rights of the parents and the student with and without disability, in the collection, storage, disclosure, and destruction of these records. Toward that end, this policy complies with all federal record requirements as outlined in 20 USC 1232g and incorporates provisions from the Regulations of the State Board of Education of Pupil Records (22 Pa. Code Chapter. 12), the Family Educational Rights and Privacy Act of 1974, as amended July 6, 2000 ("FERPA", 34 CFR Part 99 et seq.), the Confidentiality Section of P.L. 94-142, Individuals with Disabilities Education Act ("IDEA") and its implementing regulations in 34 CFR Part 300 et seq. (relating to assistance to states for the education of children with disabilities), and Chapter 711, Charter School Services and Programs for Children with Disabilities.

Definitions:

Administrative data refers to achievement, evaluation, and attendance records that shall be maintained in the official student record. This record shall include such items as name of the student, sex, place and date of birth, name of parent, address, telephone number, academic credits earned, attendance dates, and enrollment dates.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight, and height if member of athletic team, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and other similar information. Boys' Latin will not release directory information without parent consent. Directory information does not include a student's social security number.

Disclosure means permitting access, release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

Destruction means the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Educational agencies mean a public agency, home school, private school, approved private school or private agency, school district, intermediate unit, or the department of education, or any component part thereof, which collect, maintain, or use education records containing personally identifiable information or from which such records or information is obtained.

Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99.3 (the regulations implementing FERPA). The records are directly related to a student and maintained by an educational or participating agency or institution or by a party acting for the agency or institution. The records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons, which are kept in the sole possession of the maker of the record and are not accessible or revealed to any other individual except a temporary substitute. The records also do not include:

- Records of an educational agency or institution that contain only information about an individual after they are no longer a student at that agency or institution. An example would be information collected which pertains to the accomplishments of its alumni.
- Records relating to an eligible student which were created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in their professional capacity or assisting in that capacity and (1) are made, maintained, or used only in connection with treatment of the student, (2) are not disclosed to anyone other than individuals providing treatment, and (3) may be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition "treatment" does not include remedial educational activities or activities which are a part of the program of instruction at the educational agency or institution.

Eligible student means a student who has attained 18 years of age or is a high school graduate. Under the regulations of FERPA, the rights of parents regarding education records are transferred to students in regular education at age 18. The rights of parents regarding education records are transferred to students in special education at age 22.

Legitimate educational interest describes a purposeful educational involvement with a student in which there is an official need to review an education record in order to fulfil their professional responsibility.

Parent includes a natural parent, a guardian, or an individual acting as a parent of a student in the absence of a parent or guardian. Boys' Latin presumes that the parent listed on the enrollment form has the authority to inspect and review records relating to their student. Parents not listed must provide documentation before viewing records.

Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained.

Personally identifiable information includes, but is not limited to:

- The student's name; the name of the student's parent or other family member.
- The address of the student or student's family.
- A personal identifier, such as social security number or student number.
- A list of personal characteristics which make the student's identity traceable.
- Other information that would make the student's identity traceable, including indirect identifiers or information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty.

Provisional records include sensitive but potentially useful information not yet verified or clearly needed beyond the immediate present such as psychological reports or disciplinary records.

Record includes information or data recorded in any medium, including but not limited to, handwriting, print tapes, film, microfilm, and microfiche.

School officials refer to administrators, teachers, athletics coaches, and other professional personnel who have legitimate educational interest and are directly responsible for the instruction or the health and safety of a student while in attendance at school.

Student means any individual who is or has been in attendance at an educational agency or institution and for whom the agency or institution maintains records.

Responsibility and Authority:
The board has primary responsibility for the development of this policy and oversight of its implementation, via an annual audit. Only records mandated by the Commonwealth of Pennsylvania or federal government or specifically permitted by the Board may be compiled.

Toward that end, the Chief Executive Officer ("CEO") of Boys' Latin is designated to prepare an administrative policy which incorporates relevant legal provisions regarding the compilation, maintenance, access to, and security of student education records and to supervise adherence to the policy.

The CEO of Boys' Latin shall assume ultimate responsibility for ensuring the confidentiality of any personally identifiable information. The Chief Operating Officer ("COO"), Chief Administrative Officer ("CAO"), Senior Director of Academics, Director of Information Systems, Director of Student Information Systems, Director of School Support Services, High School Principal, Middle School Principal, High School Director of Specialized Services, Middle School Director of Specialized Services, High School Nurse, and Middle School Nurse are furthermore responsible for ensuring confidentiality.

The school's board and employees shall comply with FERPA at all times.

Collection of Education Records:

- ***Initiation of Student Records:***
    - An official student record shall be initiated by Boys' Latin or the first school attended and shall be maintained by the Director of School Support Services under the security and responsibility of the CEO or their designee. The High School Director of Specialized Services and Middle School Director of Specialized Services shall maintain special education records under the same conditions.
- ***Transfer of Education Records:***
    - When the education records for a general or special education student are transferred from a public agency, private school, approved private school or private agency to a charter school, the public agency, private school, approved private school or private agency from which the student transferred shall forward all of the student's education records, including the most recent Individualized Education Program ("IEP") if applicable, within 10 business days after the public agency, private school, approved private school or private agency is notified in writing that the student is enrolled in a charter school.
    - When the education records for a general or special education student are transferred to a public agency, private school, approved private school or private agency from a charter school, the charter school shall forward the student's education records, including the most recent IEP if applicable, within 10 business days after the charter school is notified in writing that the student is enrolled at another public agency, private school, approved private school or private agency.
- ***Types of Data Included in Education Records:***

- *Administrative data:* Minimum data will be kept concerning achievement, evaluation, and attendance and shall be maintained in the official student record. This record shall include such items as name of the student, sex, place and date of birth, name of parent, address, telephone number, academic credits earned, attendance records by dates, and enrollment dates.
- *Supplementary data (certified data of clear importance):*
  - The medical record is considered part of the official student record and shall be placed in the student's file when they leave the school system. At Boys' Latin, the school nurse and the Director of School Support Services maintain medical records.
  - Standardized intelligence and aptitude test scores, interest inventory results, health data, family background information, and teacher or counselor ratings and observations may be included in the official student record. Service awards, achievements, volunteer services in school or community, part-time work, and other items considered enhancing to a student may be recorded in the official student record. Verified reports of serious recurrent behavior problems and verified reports of constructive acts also may be included in the official record.
  - A parent or eligible student may request that specific date be placed in the official student record. If such information is verified and has recognized relevance it may be added to the record. If the teacher or counselor refused to accept the material, the parent or eligible student may appeal the decision to the School Principal.
  - A parent or eligible student may submit a statement concerning any material in the official student record. Such a statement shall be dated and signed and shall be kept in the record as long as the data it concerns remains in the official record.
- *Provisional records:* Types of data include sensitive but potentially useful information not yet verified or clearly needed beyond the immediate present.
  - Psychological reports: A release must be obtained from the parent before psychological reports are provided to any non-school personnel or non-custodial parent. School personnel who need to know the relevant educational contents are informed as to the confidentiality and security needs of psychological reports. When a psychological evaluation has been made, a notation will be made in the official student record that the student was individually evaluated, the tests administered and the dates of administration and parent/student conference.
  - Pertinent information, which may include disciplinary records, family financial data, interest inventory results, medical information, teacher anecdotal records, legal findings, and clinical records.
- *Professional notes:* The professionals who are directly involved with the student's health, education, and welfare may maintain personal and confidential files containing notes, transcripts of interviews clinical diagnoses, and other memory aids for their own use. Such data are to be considered confidential and treated as such. All such data must be destroyed when their usefulness is no longer apparent or when the student leaves the school system. Professional notes, when not shared with others, are not considered education records. They should also be destroyed when their usefulness is no longer apparent, in accordance with the professional's licensing regulations.

Inspection and Disclosure of Education Records:

- ***Right to Inspect or Examine Official Student Records:***
  - *Parent or eligible student:* The school shall permit parents or an eligible student to inspect and review any relevant education records that are collected, maintained, or used. Parents of children in special education may also review all education records relating to the identification, evaluation, educational placement of, and the provision of free appropriate public education to, their student written request to inspect or examine records should be addressed to the Director of School Support Services. Such request will be met before any IEP meeting, hearing, or resolution session, and in no case more than 20 business days after a request is received.The right to inspect and review education records includes: (1) the right to a response from Boys' Latin to reasonable

requests for explanations and interpretations of the record; (2) the right to request that Boys' Latin provide copies of the records containing the information, if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review; and (3) the right to have a representative of the parent inspect and review the records.

- The right to inspect and review education records includes: (1) the right to a response from Boys' Latin to reasonable requests for explanations and interpretations of the record; (2) the right to request that Boys' Latin provide copies of the records containing the information, if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review; and (3) the right to have a representative of the parent inspect and review the records.
- The school may charge a fee, equal to the actual cost of reproduction, for copies of records that are made for parents, if the fee does not effectively prevent the parents from exercising their right to inspect and review the records. The school will not charge a fee to search for or to retrieve information.
- In the event that parents of a student are separated or divorced, either or both parents may have access unless a legal restraining order prohibits such access to a particular parent.
- Parents and students will be informed of the list of types of student records and their right of access to them. The information will be distributed annually.
- If any education record includes information on more than one student, the parents of one of the students have the right to inspect and review only information relating to their student or to be informed of that specific information.
- Boys' Latin shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the school.

- *Disclosure of records with written consent:* Whenever records are inspected or disclosed upon written consent, it shall be only under the following circumstances.
  - The parent or eligible student shall provide a signed and dated written consent before Boys' Latin discloses personally identifiable information from the student's education records (except as provided in FERPA, Sec. 99.31). The written consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure may be made. Upon request, the parent or eligible student shall be provided with a copy of the records disclosed.
  - Where individual consent is required, the student's consent shall also be obtained when they are reasonably competent to understand the nature and consequences of their decision.
  - No statement of consent shall be binding unless it is freely given after the parent or eligible student has been fully informed as to the methods by which the information will be collected and the uses to which it will be put.
- *Disclosures of records without written consent:* Pursuant to Sec. 99.31 (FERPA), Boys' Latin may disclose personally identifiable information from the education record of a student without consent if the disclosure meets one or more of the following conditions:
  - The disclosure is made to the professional staff of Boys' Latin who have been determined to have a specific, legitimate educational interest, including teachers, administrative personnel, counselors, speech therapist, psychologist, and school nurse. Especially excluded are student teachers and teaching assistants. Written consent must be obtained by student teachers for the preparation of case histories to fulfill college requirements.
  - Law enforcement and judicial authorities may receive a report of a crime committed by a student with a disability from the school. The school is not prohibited from reporting a crime committed by a student with a disability to appropriate authorities or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law. When reporting a crime committed by a student with a disability, the school shall ensure that copies of the special education

and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime. When reporting a crime under this section, the school may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.
    - The officials of another school system in which the student intends to enroll, upon condition that reasonable effort be made to notify the parent or eligible student of the material to be disclosed and of their right to obtain copies of the material to be disclosed and to request amendment of the records.
    - Federal and state officials for the purpose of an audit and evaluation of federally supported education programs or for enforcing or complying with federal legal requirements, which relates to these programs. In formation provided shall contain the minimum necessary information that is personally identifiable, and such information shall be destroyed upon completion of such audit, evaluation, enforcement, or compliance.
    - Persons or agencies in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
    - Persons or agencies in compliance with a judicial order pursuant to any lawfully issued subpoena. The parent or eligible student shall be notified of all such orders and Boys' Latin's compliance. The parent or eligible student may receive a copy of the information released if desired copies will be provided at the actual cost of reproduction.
    - The disclosure is to authorized representatives of the state or federal Comptroller General, the state or federal Secretary of Education, or state and local educational authorities, including the district and the CSO as both have legitimate educational interests in the education records of Boys' Latin students as the authorizer of charter schools in Philadelphia, and pursuant to all applicable laws.
    - The school may provide anonymous directory information from its records, including the official student record, for research purposes without consent under conditions where there is no likelihood of identifying any individual.
  - *Lists of identifying names and addresses:* This information shall not be released to any outside agency.
- ***Right to Inspect or Examine Provisional Records:***
  - *Parent or eligible student:* Access is the same as for official student records.
  - *Without written consent of parent or eligible student:* No provisional records may be released without written consent of the parent or eligible student, except as specified below.
    - Information from psychological evaluations may be released without written consent to authorized school personnel at Boys' Latin only.
    - Psychological reports shall not follow a student from Boys' Latin without written consent, except in situations where such reports are necessary for educational placement or for the student's health and welfare.
    - The school may not disclose information not originated by Boys' Latin (i.e. psychiatric reports, agency reports, etc.). The originating person or agency must disclose such information.
- ***Requests for Inspection and Disclosure:***
  - Boys' Latin shall maintain a record, with the student's education record, of each request for access to and each disclosure of personally identifiable information. For each request or disclosure, the record must include the parties who have requested or received information and their legitimate interest. Exceptions include the parents, eligible student, school officials with legitimate educational interests, and a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a federal grand jury or other law enforcement.
  - The CEO of Boys' Latin shall maintain a current listing of names and positions of those who are authorized to have access to personally identifiable information in the education records of all students.

The Storage and Destruction of Education Records:
Boys' Latin shall maintain education records for general education and special education students in a manner consistent with the regulations for FERPA in 34 CFR Part 99.

Relevant files that are stored in more than one location are regarded as part of the student's overall education records. At Boys' Latin, cumulative record folders are maintained in the Administration Building. The files of students obtaining special education services are maintained in the Administration Building and High School. Medical records are maintained in the nurse's offices at the Middle School and High School. Psychological test protocols and speech and language records are maintained in the Administration Building and High School. All records are confidential, secure, and made available only to authorized personnel with the approval of the CEO, Director of School Support Services, or the High School Director of Specialized Services or the Middle School Director of Specialized Services.

- ***Periodic Review and Deletion of Data:***
    - Parents shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. Prior to its destruction, Boys' Latin shall send written notification to the parent or eligible student which shall inform them of their right to receive a copy of material, originated by the school, to be destroyed. Parents or eligible students will be informed of material, not originated by the school (i.e. psychiatric reports, agency reports, etc.), to be destroyed. The originating person or agency must disclose copies of such information.
    - Upon request of the parent, personally identifiable information no longer needed must be destroyed, with the following exception: a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.
    - Except as stated above, nothing in this section shall be construed to mean that Boys' Latin is required to destroy education records.
    - No education records will be destroyed that contain information necessary of the education of the student who is enrolled.
- ***Longevity of Data:***
    - Administrative data shall be maintained by Boys' Latin for a period of at least 20 years beyond the date that the student attains the age of 22.
    - Professionals shall eliminate unnecessary supplementary data at periodic intervals. In any case, the student's medical record shall not be destroyed for a period of at least five years after the student ceases to be enrolled in Boys' Latin. Exceptions may be made where, under rigorous standards and impartial judgement, good cause for their retention can be shown.
    - The above practices regarding the longevity of data apply to the records of students who have graduated from Boys' Latin.
- ***Charter Surrender, Nonrenewal, or Revocation:***
    - In the event the school's charter is surrendered, is not renewed, or is revoked, all student records maintained by the charter school will be forwarded to the student's district of residence.
    - If the school's charter is nonrenewed, revoked, terminated, surrendered, and/or forfeited, the school will provide to the district prompt access to the complete paper and electronic student records and files for all current and past students, including IEPs, disciplinary records, and credits earned.

Amendment of Education Records:

- A parent or eligible student who believes that information contained in the education records collected, maintained, or used is inaccurate or misleading or violated the privacy rights of the student, may make a request to the Director of School Support Services that the records be amended.
- Boys' Latin shall decide whether to amend the information in accordance with the request within 10 business days from receipt of the request.
- If the school agrees to amend the disputed information, the parent or eligible student shall be notified in writing.

- If the school refuses to amend the information in accordance with the request, it shall inform the parent or eligible student in writing of the refusal, the reason(s) for that refusal, and their right to a hearing under FERPA, Sec. 99.21.

Hearing Rights and Procedures:

- Boys' Latin shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student.
- The hearing must meet, at a minimum, the following requirements:
    - The school shall hold the hearing within 20 business days after it has received the request for a hearing.
    - The school shall give the parent or eligible student notice of the date, time, and place of the hearing within five business days of the request.
    - The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.
    - The parent or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice, including an attorney, at their own expense.
    - The decision of the hearing panel shall be based solely upon the evidence presented and the hearing and shall include a summary of the evidence and the reasons for the decision. This decision will be rendered in writing within 30 days after conclusion of the hearing. A copy of the decision will be retained in the official student record.
- Hearing results:
    - If, as a result of the hearing, Boys' Latin decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the information accordingly and so inform the parent in writing.
    - If, as a result of the hearing, Boys' Latin decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent of the right place in the student's records, a statement commenting on the information or setting forth reasons for disagreeing with the decision. The statement must:
        - Be maintained as part of the records of the student as long as the contested portion is maintained.
        - Be disclosed, if the records of the student or the contested portion is disclosed to any party.

Parent Notification:

- Annually, parents will receive a description of their rights under FERPA and implementing regulations, including the right to:
    - Inspect and review the student's education records.
    - Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
    - Be notified of the procedures for:
        - Exercising the right to inspect and review education records.
        - Requesting the amendment of records.
    - Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA, Sec. 99.31 authorizes disclosure without consent to, for example, school official with legitimate educational interest.
    - File, with the United States Department of Education, a complaint concerning alleged failures by the school to comply with the requirements of FERPA.
- Upon request, parents may receive:

    - A description of the student on whom personally identifiable information is maintained, the types of information sought, the methods used to gather information (including the source), and the uses to be made of the information.
    - A summary of the policies and procedures regarding the storage, disclosure to third parties, retention, and destruction of personally identifiable information.
    - Specification of criteria for determining who constitutes school officials and what constitutes a legitimate educational interest.
    - A list of the types and locations of education records collected, maintained, or used by Boys' Latin.
- Boys' Latin shall provide effective notification to parents or eligible students identified as having a primary or home language other than English and to parents or eligible students who are disabled.

Safeguards:

- Boys' Latin shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- The CEO shall assume responsibility for ensuring the confidentiality of any personally identifiable information.
- All persons collecting or using personally identifiable information must receive training or instructions regarding policies and procedures.
- Boys' Latin shall maintain, for public inspection, a current listing of the names and positions of those school employees who may have access to personally identifiable information.
- Students shall be afforded the right of privacy similar to those afforded to parents, taking into consideration the age of the student and type or severity of disability, if any.
- Parents and students who wish to file complaints with regard to compliance with this policy may do so by contacting the CEO.
    - If further appeal is necessary, the parent or eligible student may contact the Family Policy Compliance Office, U.S. Department of Education, 600 Independent Avenue, SW, Washington, DC 20202-4605, Phone: (202) 260-3887.
    - With regard to complaints concerning violation of privacy rights in special education, contact may be made to: Chief, Division of Compliance, Monitoring and Planning, Bureau of Special Education, Pennsylvania Department of Education, 333 Market Street, 7th Floor, Harrisburg, PA 17126-0333.

Implementation:

- The Director of School Support Services or designated personnel will screen all student records to eliminate any material in contradiction to this policy statement.
- Items removed from the file during the screening process will be destroyed.
- Upon adoption of this policy by the board.
    - Parents and eligible students will be notified annually of the policies and procedures.
    - Professional staff will be informed of this policy.
- The *Student Records and Confidentiality Policy* will remain on file and be available on the school's website or upon request.

Equal Opportunity/Discrimination/Harassment:

The school and board 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, 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 CAO.

McKinney-Vento Education for Homeless Children and Youth:

The McKinney-Vento Act defines children and youth who are homeless (22 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; or
    - Living in 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 the circumstances described above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are) migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work.
- "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian." This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

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

- The liaison for homeless children is the school counselor or social worker.
- 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 (grade six until age 22), 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/guardian, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parents/guardians 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 counselor or social worker for more information.

Annual Parent Notice of Services for Students with Disabilities, Including Special Education and Protected Handicapped Students:

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") prepares boys for success in college and beyond. The school does not discriminate based on external or perceived differences, but instead empowers all students with a beneficially rewarding and diverse school program. Boys' Latin provides special education and related services to resident students in grades six through 12, and until age 22 (students may remain enrolled only until the day before they turn 22). Boys Latin ensures that all students with disabilities, regardless of the severity of their disabilities, who are in need of special education and related services are identified, located, and evaluated. This process is called Child Find (34 CFR § 300.125) (22 Pa. Code § 711.21).

The Individuals with Disabilities Education Act ("IDEA") requires school districts, intermediate units, and charter schools to conduct "child find" activities for children who may be eligible for special education supports and services. Educational entities are also required to conduct "child find" activities for children who may be eligible for accommodations under Section 504 of the Rehabilitations Act of 1973.

The purpose of this notice is to describe (1) the types of disabilities that might qualify a student for such programs and services; (2) the special education program and related services that are available; (3) the process by which the school screens and evaluates such students to determine eligibility; (4) the special rights that pertain to such students and their parents or legal guardians; and (5) the procedures followed to ensure confidentiality of information pertaining to students with disabilities.

Students Served in Special Education Programs:

Boys' Latin is required by the IDEA to provide a free appropriate public education ("FAPE") to children with disabilities who need special education and related services. School age children who need special education and related services are identified as children with disabilities. These students have been identified as being in need of specially designed instruction and have one or more of the following physical or mental disabilities:

Autism	Intellectual Disability	Specific Learning Disability
Deaf / Blindness	Multiple Disabilities	Speech or Language Impairment
Emotional Disturbance	Orthopedic Impairment	Traumatic Brain Injury
Hearing Impairment, including Deafness	Other Health Impairment	Visual Impairment, including Blindness

Please note that the duty to identify, locate, evaluate and provide special education services to school-age individuals incarcerated in local correction institutions rests with the school district within whose boundaries such an institution is located.

Description of Special Education Programs:

Boys' Latin provides appropriate special education programs and related services that are:

- Provided at no cost to parents.
- Provided under the authority of a school entity, directly, by referral or by contract.
- Individualized to meet the educational needs of the students.
- Reasonably calculated to yield meaningful educational benefit and progress and designed to conform to an Individualized Education Program ("IEP").

Special education is designed to meet the needs of each eligible student, including specifically designed instruction conducted in the classroom, home, community settings, hospitals, institutions, and other settings.

Related services are available to students include transportation and corrective and other supportive services that help an eligible student benefit from special education. Examples include speech pathology and audiology,

psychological services, physical and occupational therapy, social work services, school health services, medical services for diagnosis or evaluation, parent counseling and education, recreation counseling services, rehabilitation counseling services, and assistive technology services.

Referral of Students for Screening and Evaluation:
Boys' Latin has procedures to identify students needing special education. Those procedures are "screening" and "evaluation". If a disability is suspected, teachers and other school personnel or parents may refer a student for screening and/or evaluation. Parents suspecting that a student may have a disability and need special education can request a screening or evaluation at any time by contacting the Director of Specialized Services of their student's school using the contact information listed in the "Contact Information" section of this notice. Basic screening activities include, but are not limited to, reviewing immediately available data sources such as health records, parent interview, and history; functional vision and hearing evaluations; and determining the student's response to attempted remediation. Speech and language screenings are completed upon request or referral.

If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluation, upon receiving written parental consent.

Please contact the Director of Specialized Services for more information.

Rights and Protections:
State and federal law affords many rights and protections to students with disabilities and their parents. A summary of these rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the Director of Specialized Services.

Prior Written Notice ("PWN"):
Boys' Latin must notify a parent in writing whenever it proposes to initiate or to change the identification, evaluation, educational program, or placement of a student or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice shall be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected, if applicable.

Consent:
The school cannot proceed with an initial evaluation or with the initial provision of special education and related services without the written consent of the parent. For additional information related to consent, please refer to the *Procedural Safeguards Notice* which can be found on the PaTTAN website (www.Pattan.net).

Once written parental consent is obtained, Boys' Latin shall proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent educational evaluation at public expense.

Protection in Evaluation Procedure:
Evaluations to determine eligibility and current need for special education and related services shall be administered in a manner that is free of racial, cultural, and linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional, or other learning characteristic or behavior that the school is using it to measure. Testing and assessment shall be administered in accordance with professional standards and the criteria established by the publisher, and in the native language of the student.

Confidentiality:
The records and documents that are part of the evaluation and screening process are confidential and protected under the Family Educational Rights and Privacy Act ("FERPA"). Boys' Latin maintains records concerning all students enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. The consent of the parent or eligible student who has reached the age of majority under state law

shall be obtained before personally identifiable information is released, except as permitted under FERPA. The school protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction. At Boys' Latin, the Chief Executive Officer assumes responsibility for ensuring the confidentiality of any personally identifiable information. The school maintains, for public inspection, a current listing of the names and positions of the employees who have access to personally identifiable information.

Parents have a 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. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

For additional information related to student records, the parent can refer to the school's *Student Records and Confidentiality Policy* and FERPA (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

Program Development:
Once the evaluation process is completed, a team of qualified professionals determine whether the student is eligible. If the student is eligible, the IEP team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, Boys' Latin will issue a notice of recommended educational placement ("NOREP") or PWN. Written parental consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

More Information:
Boys' Latin will provide FAPE to each eligible student with a disability enrolled in the school, at no cost to parents (22 Pa Code § 12.4; 15; 4.4(c)).

This includes provision of education and related aids, services, or accommodations which are needed to afford each eligible student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations. Boys' Latin does not discriminate on the basis of race, color, national origin, age, or disability. Boys' Latin does not exclude people or treat them differently because of race, color, national origin, age, disability, or religion. Boys' Latin is an all-male school.

Boys' Latin provides free aids and services to people with disabilities to communicate effectively with the school, such as qualified language interpreters, written information in other formats, and information written in other languages. If you need these services, please contact the Director of Specialized Services.

Boys' Latin students and parents who believe that Boys' Latin has failed to provide these services or discriminated in another way should promptly report such incidents to the Chief Administrative Officer. The Chief Administrative Officer will promptly investigate complaints of discrimination or harassment and corrective or preventative action will be taken for substantiated allegations. Confidentiality of all parties will be maintained, consistent with the school's legal and investigative obligations.

Please note that this is only a summary of the special education services, evaluation, and screening activities, and rights and protections pertaining to students with disabilities, students thought to be disabled, and their parents. For more information or to request evaluation or screening of a student, contact the Director of Specialized Services.

Detailed printed information about available special education services and programs and Boys' Latin policies are available from the school upon request. Interested persons should contact the Director of Specialized Services. Information and communications are in English but will be provided in the native language or other modes of communication used by parents, if appropriate. More information can also be found on the school's website (www.boyslatin.org).

Contact Information:

Boys' Latin of Philadelphia High School
5501 Cedar Avenue, Philadelphia, PA 19143
Phone: 215-387-5149 | Fax: 215-387-5159

Lynette Shaki
Director of Specialized Services
lshaki@boyslatin.org

Robert Parker
Principal
rparker@boyslatin.org

Ruth Gonzalez
Chief Administrative Officer
rgonzalez@boyslatin.org

Dr. William Hayes
Chief Executive Officer
whayes@boyslatin.org

Boys' Latin of Philadelphia Middle School
344 N. Felton Street, Philadelphia, PA 19139
Phone: 215-387-5149 | Fax: 215-387-5159

Ashly Galanti
Director of Specialized Services
agalanti@boyslatin.org

Michael Sanford
Principal
msanford@boyslatin.org

Ruth Gonzalez
Chief Administrative Officer
rgonzalez@boyslatin.org

Dr. William Hayes
Chief Executive Officer
whayes@boyslatin.org

Language Instruction Educational Program Policy:

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") facilitates the development and attainment of English proficiency and academic success for students whose dominant language is not English through its Language Instruction Educational Program ("LIEP"). The Boys' Latin LIEP is based on sound theory and research, resourced appropriately, and effective.

Background:

Pennsylvania ("state") regulation, 22 Pa. Code §4.26, requires that every school district provides a program for students whose dominant language is not English for the purpose of facilitating the students' achievement of English proficiency and the academic standards under §4.12. It furthermore requires that programs – planned English Language Development ("ELD") instruction by a qualified English as a second language ("ESL") / Bilingual Education teacher and adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards ("PA ELDS") Framework for English Learners ("ELs") as well as the Pennsylvania academic standards – under this section include appropriate bilingual-bicultural or ESL instruction.

Screening, Identification, and Placement:

Boys' Latin identifies ELs at the time of enrollment, notifies parents/guardians of the identification and programming options, and appropriately places the ELs into the LIEP. This process is completed within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school. Please note that to facilitate the screening, identification, and placement process, the school uses the *Pennsylvania Department of Education English Learner Identification Procedure for Grades K-12*.

Boys' Latin requires the parents/guardians of all incoming students to complete a *Home Language Survey* ("HLS") during the enrollment process. Boys' Latin reviews the HLS for each student and, if it indicates a language other than English for any question, the school conducts a family interview to determine if the student is potentially an English Learner ("EL"), using an interpreter as necessary. During the interview the school confirms that the parent/guardian understands the HLS and has completed it accurately. The family interview is reviewed by an ESL professional to determine if the second language exposure/use is significant and tied to the national origin of the student/parent(s)/guardian(s) or is superficial in nature.

If the family interview indicates that the student's development of English may have been impacted by exposure to another language in any way, then the school conducts a review of the student's academic records from previous school if available. During the review, the school looks for compelling evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations.

Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. Please note that a newly enrolling student who has an WIDA ACCESS ("ACCESS") overall composite proficiency level score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened. If a newly enrolling student has an ACCESS overall composite proficiency level score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met. If a newly enrolling student has an ACCESS overall composite proficiency level score from a previous district that is more than one year old, then the school screens the student using the WIDA screener (online or paper) to determine the student's EL status.

If the student's academic records from previous schools are not available or the records do not contain reasonable evidence of English proficiency, the school screens the student for English proficiency using the WIDA screener (online or paper). If the student's scores meet the criteria for identification as an EL, then the school determines if the student has limited or interrupted formal education ("LIFE") as well as the most appropriate LIEP based on the student's English language proficiency ("ELP"). If a student is unable to complete the full screener, then the determination of EL status is made based on the remaining available evidence gathered from the HLS, family interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student will be identified as an EL.

Boys' Latin notifies parents/guardians in a timely manner and in the parents'/guardians' preferred language of the process for identifying their students as ELs, the results of that process, and the recommended program placement. The school furthermore provides parents/guardians with a detailed description of the LIEP, its intended benefits for their students, and an explanation of its effectiveness. Please note that parent/guardian permission to identify students as ELs, including screening for English language proficiency, is not required. Boys' Latin notifies parents/guardians of all placement and program decisions to allow parents to exercise their right to refuse part or all of the separate, specialized LIEP. In the absence of a response from the parent/guardian, Boys' Latin proceeds with the recommended placement.

The HLS and screening results, including the *Pennsylvania Department of Education English Learner Identification Procedure Grades K-12*, are added to the student's file and copies are given to ESL and general education (content) teachers who will work with the student.

The school trains employees on the screening, identification, and placement processes annually. This training is held prior to the enrollment of new students.

Parental Rights and Opt-Out ELs:

Parents/guardians of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their students. A parent's/guardian's decision to refuse programs or services must be informed and voluntary. Boys' Latin does not (1) recommend that a parent/guardian opt their student out of EL programs or services for any reason; (2) influence the decision in any way; or (3) make any program or placement decisions contingent on this decision. The school ensures that parents/guardians do not opt their students out of programs or services based on scheduling conflicts, insufficient space in the available programs, or insufficient offerings within the program.

Boys' Latin informs parents/guardians of their student's EL identified status in the parents'/guardian's preferred language within 30 days of the beginning of the school year or 14 calendar days within the school year. In this notification, the school describes in sufficient detail to the parents the ELD program recommended for their student and the advantages to their child in terms of English language acquisition and academic success. In this notification, the school also informs parents/guardians of their right to refuse part or all of the separate, specialized LIEP – specialized services or classes provided only for ELs for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs, or content classes consisting of only ELs – and supplies parents with the state-required *English Language Development Program Parental Waiver*. Parents/guardians may not refuse the

placement of their student in a class composed of ELs and non-ELs in which ELD is supported through content instruction.

Boys' Latin annually tests opt-out ELs with the state required WIDA ACCESS for ELs 2.0 test until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status. The school maintains the EL status of opt-out ELs on all reporting even though the students' parents/guardians declined services. The school provides ELD instruction within the general education content area instruction to meet the needs of opt-out ELs. The school notifies the parents/guardians of opt-out ELs who are struggling in the general education (content) classes and recommends the ELD program and services again. The school presents the *English Language Development Program Parental Reinstatement Request Form* to parents/guardians who wish to opt their student back into the school's ELD programs and services.

If completed, the original *English Language Development Program Parental Waiver Form* and *English Language Development Parental Reinstatement Request Form* are added to the student's file.

Special Education ELs:
If a student arrives with an Individualized Education Program ("IEP") or is suspected of having a disability, then special education personnel are involved in the screening, identification, and placement process, and ESL and special education personnel collaborate to determine the program and academic placement.

If a student arrives with an IEP, then screening, if required, is completed with appropriate accommodations and the test results are interpreted in consultation with special education personnel.

If a student is suspected of having a disability but a determination cannot be made prior to completing this procedure, then screening, if required, is completed with any administrative considerations, universal tools, or accommodations that ESL and special education personnel deem necessary. This procedure is completed in accordance with the outlined guidelines and the student is placed in the appropriate LIEP based on the information available at the conclusion of the identification procedure. If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening, then the student is re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the school removes the student from the LIEP.

If a student cannot complete all domains of the screener due to a disability, then the determination is made based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. If a student cannot complete any domains of the screener due to disability, then the identification decision is made based on the available evidence gathered from the HLS, family interview, and academic records review. If the HLS indicates a language other than English, the family interview confirms that it is tied to national origin and significant, and academic records do not supply evidence of English proficiency, then the student is identified as an EL.

Program Model:
Boys' Latin thoughtfully and deliberately plans, resources, and evaluates its LIEP, and shares the plan and evaluation results with all employees working with ELs as well as the parents/guardians of ELs. At Boys' Latin, ELs have equitable access to academic content for all courses in which they are enrolled. The program (1) attends to English language development to promote the attainment of both social and academic English proficiency; (2) is aligned to state academic content standards for the appropriate grade levels of the ELs; (3) incudes ELD instruction delivered by properly certified teachers; (4) incorporates the use of the PA ELDS; (5) provides equitable access to content for ELs at all language proficiency levels; and (6) does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible. Please note that these aforementioned minimum requirements are incorporated into the entirety of the student's daily instructional time.

The Boys' Latin LIEP is designed to meet the needs of the school's EL population and is based on research and sound educational theory recognized by experts in the field as legitimate. The school's LIEP is responsive to the

needs of its EL population and includes Mixed Class Bilingual, EL Bilingual, EL-Specific Transitional Instruction, Mixed Classes with Native Language Support, EL Specific English Only Instruction, or Mixed Classes with English Only Support. Each student has a single classification of one of the aforementioned options each year based on their individual needs.

Please note that ELD refers to deliberate, planned, and focused instruction intended to foster the development of social and academic English for ELs in order to make it possible for them to access the general academic program and gain agency as successful, contributing members of their communities. ELD curriculum focuses on language at the word, sentence, and paragraph/discourse levels within the context of academic content and the socio-cultural context of the school/classroom. The school determines the format of ELD instruction –stand-alone ELD direct instruction (pull-out, self-contained ELD class, or push-in) or content-embedded ELD instruction (mixed content classes or EL-only content classes) – based on the needs of individual students and with input from ESL professionals. Boys' Latin provides ELD instruction to ELs daily and throughout the school day (ELD is incorporated into each class by all teachers). Please note that ELD does not replace English Language Arts ("ELA") or any other core content area in a student's academic program.

Boys' Latin provides adequate resources calculated to effectively implement the LIEP chosen for each EL. More specifically, the school (1) employs an adequate number of properly licensed ESL teachers to ensure that ELD instruction is delivered to ELs based on their needs; (2) ensures that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes; (3) purchases and maintains specialized materials to support ELs; (4) ensures that the LIEP is provided with the same resources as other academic programs in the school; and (5) provides for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers.

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. Content-area teachers, including those who are not certified ESL specialists, intentionally plan and implement instruction that incorporates appropriate and necessary supports, modifications, and accommodations that allow ELs to overcome language barriers and access instruction and assessment on part with their native English-speaking peers. The school provides ELs with the opportunity to develop academic oral language while teaching literacy and other content areas; teaches vocabulary across all content areas; and implements culturally responsive instruction. The following instructional strategies, practices, and materials are used to scaffold instruction for ELs through lesson delivery: graphic organizers, English and bilingual dictionaries, sentence and paragraph frames, word banks and walls, preidentified and pre-taught vocabulary, structured pair and small-group work, and teacher-led small-group work.

The school uses the PA ELDS to plan and implement instruction for and assessment of ELs in content classes. 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/guardians at least annually. Boys' Latin utilizes progress reports and report cards to communicate ELD information to parents/guardians of ELs and ensures that the information provided is understandable and useful to engage parents/guardians 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.

Boys' Latin administers the annual state ELP assessment, ACCESS to all ELs and maintains score results in students' files. Parents/guardians may not opt their students out of annual ELP testing. ELs are entitled to testing accommodations to ensure that an assessment measures their knowledge and skills rather than their English proficiency. On the ACCESS, the school provides all allowable testing accommodations published annually by the WIDA Consortium. On state standardized assessments, the school provides all allowable testing accommodations published annually by the Pennsylvania Department of Education ("PDE"). Other progress monitoring includes purposeful and appropriate assessment practices that account for ELs primary language, ELP, and ongoing linguistic and academic progress; and curriculum-based measurements to determine risk and

monitor progress across tiers with ELs as part of the school's comprehensive Multi-Tiered System of Supports ("MTSS") program.

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 mut be made by instructional teams that include the ESL teacher, general education (content) teacher, special education teacher (if applicable), and Director of Specialized Services, and Principal.

If a student who is identified as an EL is placed at an Alternative Education for Disruptive Youth ("AEDY") program, the student will be placed with their same-age peers and have equitable access to the same challenging curricula as non-ELs. More specifically, ELs placed at AEDY programs receive general education, special education, counseling, and other support services as well as English language instruction, and interventions and programing to meet their individual needs. All materials, technologies, lessons, and assignments will include scaffolds and modifications for the EL at the student's proficiency level and be culturally relevant and sensitive. AEDY programs provide academic progress and behavior summaries for ELs and their parents/guardians in their preferred mode of communication. Within five days of placement, clear exit criteria with measurable behavioral goals that can be reasonably achieved by the end of the 45-day placement are established. The AEDY Program Coordinator, Director of Specialized Services, student, parents/guardians, and other school and AEDY program employees as appropriate are members of the review/transition team that establishes the exit criteria. All data related to the exit criteria are communicated by the AEDY program to the school, the student, and the parents/guardians. For parents/guardians who are not proficient in English, data is provided in a language or mode of communication that they understand.

Educators of ELs:
Stand-alone ELD is delivered by a teacher who holds a K-12 ESL Program Specialist Certificate. Please note that the teacher may hold an Instructional I or II certification that is in a grade band other than that of the student, but that teacher may not certify or provide a grade for a course outside of their Instructional I or II grade band. General education (content) teachers provide language supports necessary to overcome language barriers for ELs and make content comprehensible for them. General education (content) teachers accomplish this by (1) obtaining a K-12 ESL Program Specialist Certificate in order to gain the knowledge and skills necessary to embed ELD and language supports in their courses; (2) collaborating with an ESL certified teacher in a structured and ongoing manner to plan instruction and assessment; (3) receiving specialized training in working with ELs through professional development; or (4) any combination of numbered items one, two, and/or three. When EL students are enrolled at the school, Boys' Latin provides annual professional development related to ELD/ESL for all educators.

Reclassification, Monitoring, and Redesignation of ELs:
Reclassification:
The school reclassifies ELs as former ELs ("FELs") when they attain proficiency in alignment with the state-required reclassification criteria. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the ACCESS and gathered by teachers (one ESL teacher and one content teacher preferred) via two standardized language use inventories. The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. The language use inventories are completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. If a student who was not identified as likely to reach the ACCESS score threshold exceeds the threshold, then language use inventories will be completed after the ACCESS scores are released, but prior to October 1 of the following school year. Please note that the two inventories do not need to agree. Once ACCESS scores are released, point from the rubrics are used to determine if students are eligible to be reclassified. Students are not eligible for reclassification unless they achieve an overall composite proficiency level score of 4.5 or higher.

Each language use inventory produces a single score, the total possible points from both inventories is eight points, and the sum of the two inventories is used to determine if the student meets the minimum threshold for reclassification based on their ACCESS score.

Language Use Inventories	**ESL Teacher**			**Content Teacher**		
Item	*Initial*	*Transitional*	*Independent*	*Initial*	*Transitional*	*Independent*
Listening	0	0.5	1	0	0.5	1
Reading	0	0.5	1	0	0.5	1
Speaking	0	0.5	1	0	0.5	1
Writing	0	0.5	1	0	0.5	1

ACCESS Proficiency Level Score	**Minimum Combined Language Use Inventory Score**
4.5 – 4.8	At least 7.0 points
4.9 – 5.2	At least 6.0 points
>5.2	At least 5.0 points

When a student achieves the minimum reclassification scores, they should be reclassified. However, if there is compelling evidence to suggest the student should remain identified as an EL despite exceeding the cutoff, and this evidence is maintained alongside the ACCESS score report and language use inventories, then the student's EL status may be retained.

Reclassification of Special Education ELs:

An EL with a disability who has not met the aforementioned criteria may be considered for reclassification if:

- The student has an IEP at the time of the reclassification decision, and
- The student has been continuously enrolled in an LIEP for at least four years, and
- The student's overall composite scale score on the ACCESS has not increased by more than 10 percent between any two years or total over the three most recent testing cycles, and
    - Please note that if a student cannot complete all four domains of the test as a direct documented result of their disability, the school uses the method for calculating an overall composite proficiency level with fewer than all four domains adopted by the state.
- The school has documented evidence that the student has been provided with the appropriate level of language support, including LED instruction, throughout their enrollment in the LIEP, and
    - Please note that "documented evidence" includes, but is not limited to, schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or state reclassification rubrics, modifications made to assessments, and IEP addressing ELD instruction or language needs.
- A school-based team recommends reclassification.

The school-based team is comprised of, at least, one expert on the student's English language acquisition; one expert on the student's special education goals and services; one expert on the student's general education content achievement; one family member (and any requisite interpreters/cultural liaisons); and any related service providers who work with the student. Please note that a single team member may fill more than one of the identified roles. The school-based team reviews evidence including but not limited to standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency; classroom observations of the students' language use; language samples demonstrating listening, speaking, reading, and writing skills; student work samples or portfolios; teacher input on students' ELD progress; family input on students' language development and use at home; and other similar relevant data. The school-based team documents reclassification decisions for ELs with disabilities, including the names of the team members involved, the evidence that was analyzed, the student's current ACCESS scores, and answers to these four questions:

- Has the student received adequate ELD instruction and language supports commensurate with their ELP level for the most recent four years?
- Is this student able to effectively communicate in English?

- Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
- Are any ACCESS domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of the aforementioned questions is "no", then the school-based team carefully considers the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized ELD instruction and supports. The documentation of reclassification decisions for ELs with disabilities is filed in the student's permanent record.
An EL with a disability who is eligible for and takes the Alternate ACCESS may be considered for reclassification when, (1) they achieve a score of at least P2 on two consecutive administrations of the test or achieve the same score for three consecutive administrations of the test; and (2) the IEP team, with input from an ESL/bilingual education professional, recommends reclassification. Please note that if a student who is being considered for reclassification under the criteria for students with disabilities cannot participate in all four domains of the Alternate ACCESS, then the school uses the method for calculating an overall composite proficiency level with fewer than all four domains adopted by the state.

Please note that language use inventories are not required for ELs with disabilities as part of the reclassification process, however, the school uses them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed. Please also note that the school uses the *OaCPL Calculation Tool for All Four Domains*, the *OaCPL Calculation Tool*, and the *Reclassification Score Calculation Tool* to support the reclassification process for ELs with disabilities.

Monitoring:
The school actively monitors the progress and achievement of FELs for a period of two years after reclassification, in all core academic classes, by reviewing grades, benchmarks, standardized assessments, and teacher observations, and regularly soliciting feedback from core academic teachers throughout the school year. Records of these reviews are kept in students' files. Boys' Latin continues to report FELs to the state in the Pennsylvania Information Management System ("PIMS") for an additional two years after the active monitoring period.

Redesignation:
If during the active monitoring period it is determined that a FEL is struggling academically as a result of persistent language, not academic, barriers, then all relevant parties meet to discuss the potential need to re-enroll the FEL in the LIEP. If it is determined that the FEL would benefit from reinstating language supports, then the school redesignates the FEL as an active EL and re-enrolls them in the LIEP.

FELs who have been redesignated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year one upon the second reclassification.

Parent/Guardian Engagement:
Parents/guardians are afforded the opportunity to meet with the school, with the assistance of an interpreter if needed, in order to learn more about the LIEP and how they can be active participants in assisting their student in attaining English proficiency and academic success. The school holds regular meetings to seek and respond to recommendations from parents/guardians of ELs. The school provides all important information to parents/guardians who are not proficient in English in a language or mode of communication that they understand. The school's parent/guardian involvement programs are responsive to the culture experiences of the families of ELs and sustained over time.

The following essential information is provided to parents/guardians:

School registration and enrollment instructions	Grievance procedures and notices of non-discrimination
A description of the EL identification process and the reason their student was identified as an EL	Student discipline policies and procedures

Their student's current English proficiency level and a description of what that means	Report cards and progress reports
A description of the LIEP	Notices of parent-teacher conferences
Information explaining their right to refuse enrollment of their student into the LIEP	ACCESS results
A description of the criteria for reclassification and an expected timeline for achieving proficiency	Requests for parent/guardian permission for student participation in school activities
Notices required by special education laws and regulations	All other information provided to native English-speaking parents/guardians

Parents/guardians of currently enrolled ELs are provided with the following information within 30 days of the start of each school year:

A notification of their student's continued participation in the LIEP	A description of any Title II supplemental services being offered by the LEA (if applicable)
A description of the LIEP including its intended benefits for their student and an explanation of its effectiveness	A notification of their right to refuse Title III supplemental services (if applicable)
A notification of their right to refuse services	

Evaluation:
Boys' Latin designed its LIEP to be (1) based on sound theory and research that suggests it would be successful; (2) resourced appropriately to implement per the plan; and (3) effective as evidenced by a sound evaluation system. Annually, the school evaluates its LIEP for effectiveness using student outcomes, reports the results to the state through the English Learner Reporting System ("ELRS") and makes all necessary changes per the evaluation. Evaluation is integrated into all EL program activities and focuses on policies, procedures, programs, practices, resources, staffing, and student outcomes. Evaluation is continuous and involves multiple data points, including longitudinal data that compares the performance of current, former, and never-ELs in the school's standard instructional program over time as well as other evidence of student growth toward proficiency in English and academic achievement. Data is collected, analyzed, and used to optimize the EL program and services. The following stakeholders are involved in the process of evaluating the school's LIEP: school leadership, instructional leadership, specialized services leadership, teachers, ELs (current and former), and parents/guardians of ELs (current and former).

Assisting Students Experiencing Instability:

Boys' Latin of Philadelphia ("Boys' Latin" or "the school") prepares boys for success in college and beyond. In compliance with *24 P.S. § 13-1331.1 Act 1 of 2022 Assisting Students Experiencing Instability* ("Act 1"), Boys' Latin promotes timely high school graduation and facilitates equal access to academics and extracurricular activities and the removal of systemic barriers for students who experience education instability.

Introduction:
Act 1 was signed into law on January 26th, 2022, and was amended through Act 55 of 2022 ("Act 55"). Act 1 became effective beginning with the 2021-22 school year ("SY2022"). Boys' Latin is required to fulfill the mandates of Act 1 to ensure that, beginning with SY2022 and continuing in all subsequent years, eligible students are able to access a diploma at Boys' Latin, secure a diploma from their prior school entity, or obtain a Keystone Diploma. Accordingly, Boys' Latin identifies students who were eligible in SY2022 but did not receive the benefits of Act 1, as well as eligible students in subsequent years, and fulfills Act 1 obligations.

Eligibility and Identification:
Boys' Latin identifies eligible students who experience education instability. The Commonwealth of Pennsylvania ("Pennsylvania" or "the state") defines a student experiencing "education instability" as a student who has one or more changes in school entity enrollment during a single school year as a result of any of the following:

- Homelessness, as defined in the McKinney-Vento Homeless Assistance Act and as determined by the school entity.
- An adjudication of dependency under 23 Pa.C.S. Ch. 63 (relating to child protective services) and 42 Pa.C.S. Ch. 63 (relating to juvenile matters).

- An adjudication of delinquency under 23 Pa.C.S. Ch. 63 and 42 Pa.C.S. Ch. 63 as disclosed at the discretion of the parent or guardian of the student.
- An adjudication as part of court-ordered services under voluntary placement or custody agreement.

Boys' Latin provides support to all eligible students. The school is flexible in determining eligibility based on minimal documentation. Please note that shelter providers, outreach workers, case managers, juvenile probation officers, and others may confirm eligibility in a variety of ways including but not limited to by letter, email, verbal confirmation, or other documentation. Parents/guardians and students maintain the choice regarding what information to share with Boys' Latin. The school keeps eligibility information confidential, including ensuring that an assigned point of contact or other administrative staff does not disclose the basis of a student's eligibility to other school staff without permission from the student, while allowing the student to access all services, supports, and protections of the law.

Policies and Procedures:
Boys' Latin ensures equal access to educational activities, extracurricular activities, and school-sponsored events, even if deadlines have passed and a student arrives mid-year.

Establish a Point of Contact:
The school assigns a point of contact to all eligible students, and adds the point of contact's name and contact information to the student's education record and shares this information with the student's education decision makers. The point of contact ensures timely completion of all tasks required by Act 1, including:

- Facilitating a student's expedited consultation with the school counselor or mental health professionals, as appropriate.
- Facilitating the prompt placement of a student in the appropriate courses.
- Connecting the student with educational services that meet the student's specific needs.
- Immediately requesting that the prior school entity, county agency, and the student's educational decision maker provide the student's complete education record, including an Individualized Education Plan ("IEP") or 504 service agreement ("504 Plan"), if applicable.
- For students in grades nine through 12, developing and executing a graduation plan in collaboration with the student to support the student's on-time graduation.
- Adding the graduation plan to the student's education record.

Ensure Equal Access:
The school eliminates barriers to equal participation. Please note that if a Boys' Latin requirement precludes a student who is otherwise eligible from participating, the school lifts the requirement to allow participation. The school allows students to participate in any school-sponsored or extracurricular activities, including but not limited to clubs, athletics, performing arts, class trips, social events, career and technical education, internships, and specialized classes if they meet placement and qualification requirements. Please note that Boys' Latin allows students to participate in school events even if students could not meet the registration deadline due to attending a prior school. Please also note that the school supports students in obtaining school uniforms so as to avoid any delays.

Eliminate Fees and Fines:
The school waives fees that would otherwise be assessed against a student. Please note that some fees to be waived for students experiencing educational instability include, but are not limited to: School ID fees, uniform fees, participation fees for athletics, extracurricular activities, school-sponsored trips, or clubs, course fees, materials fees, fees assessed for lost or damaged materials, athletic physical exams fees, parking or driving fees, school lunch fees, library fees, locker or padlock rental or replacement fees, summer school and credit recovery fees, technology fees, and graduation regalia fees.

Assess Graduation Progress:

The school awards students full or partial credits for work satisfactorily completed at prior school entities, including those issued from a school associated with a residential placement. The school assesses a student's credits to investigate whether a student has, at a prior school, already completed a course that meets a requirement to ensure that these credits "count" toward graduation. Boys' Latin waives a course needed for graduation if the student has (1) completed similar course work at another school entity or (2) demonstrated competence in the content area. Please note that if a course cannot be waived, Boys' Latin provides an "alternative or modified course" that will assist a student with acquiring the required work or competency requirements by the student's anticipated graduation date.

Create a Graduation Plan:
Boys' Latin provides eligible students in grades nine through 12 with an individualized and student specific graduation plan, which specifies the courses necessary for a student to graduate and transition to postsecondary education and employment. After considering all full and partial credits and whether required courses have been waived or alternative or modified courses have been offered, Boys' Latin determines if a student has met graduation requirements. If so, the student shall graduate with their peers and participate in the graduation ceremony. Please note that the school treats students relying on Act 1 in the same manner as other students with regard to graduation and the weight accorded to their diploma.

Explore Alternative Pathways to Graduation:
If a student is unable to graduate from their current school after all credits are verified, all required courses are waived, and all alternative courses have been offered, then Boys' Latin solicits a diploma from the student's prior school, if the student meets the graduation requirements of the prior school entity. If a student is not able to graduate from Boys' Latin or a prior school entity, Boys' Latin facilitates and works with the Pennsylvania Department of Education ("PDE") to determine whether the student is eligible to receive a Keystone Diploma. A student shall be eligible for a Keystone Diploma if the student meets statewide graduation requirements set forth in 24 P.S. § 1-121. Please note that Act 55 allows Keystone Diplomas to be retroactively awarded to students who would have been eligible for graduation through this process in SY2022. Please also note that a Keystone Diploma has the full force of a school district issue diploma and shall be recognized as a valid diploma by institutions of higher education and vocational programs and for purposes of industry certificates. If issued, the school shall maintain the student's Keystone Diploma in the student's permanent record. Please note that students who are eligible for the protections of Act 1 are not penalized if they were unable to take the 2020 Keystone Exams due to COVID-19.

Special Education:
Please note that is the mandates of Act 1 conflict in any way with the rights a student has under an IEP or 504 Plan, Boys' Latin implements the requirements specific to the student with a disability under the applicable disability laws. Acts 1 does not abridge a student's right to special education or the right to graduate either through credit acquisition or through the completion of IEP goals. Please also note that students who have IEPs may still elect to remain in school until age 22, even if Act 1 offers an earlier pathway to graduation. Furthermore, these students also continue to have the right to participate in the graduation ceremony with their peers in the current graduating class, even if they are electing to stay in school until age 22. Please note that "until age 22" means that a student may remain enrolled only until the day before they turn 22.

Point of Contact:

School	Contact Name	Contact Email Address
Middle School	Rebecca Nicolas	rnicolas@boyslatin.org
High School	na'Khia Washington	nwashington@boyslatin.org

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's 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 – Designation of Title IX Coordinator*) 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 – Designation of Title IX Coordinator* 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 – Formal Complaint Form* 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:

- 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;
- 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
- 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:

- Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship.
    - The type of relationship.
    - 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 fear for his or her safety or the safety of others; or 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:

- 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;
- 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;
- 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;
    - 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;
    - 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;
    - 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;
- Include the procedures and permissible bases for the complainant and respondent to appeal;
- Describe the range of supportive measures available to complainants and respondents; and
- 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:

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.

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 – Notification to Parties of Formal Complaint*).

Dismissal of a Formal Complaint:

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.

Upon a dismissal required or permitted pursuant to this section, the school must promptly send written notice (using *Attachment D – Notice of Dismissal*) of the dismissal and reason(s) therefore simultaneously to the parties.

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.

Investigation of a Formal Complaint:

When investigating a formal complaint and throughout the grievance process, the school must:

- 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);

- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 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;
- Provide, to a party whose participation is invited or expected, written notice (using *Attachment E – Investigative Meeting Notice*) 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;
- 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 – Investigator Disclosure of Evidence*) 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
- Create an investigative report (using *Attachment G – Final Determination*) 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.

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.

Determination regarding Responsibility:

- 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 – Notification of Final Appeal*) regarding responsibility. To reach this determination, the school must apply the clear and convincing standard of evidence.
- The written determination must include:

    - Identification of the allegations potentially constituting sexual harassment;
    - 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;
    - Findings of fact supporting the determination;
    - Conclusions regarding the application of the school's code of conduct to the facts;
    - 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
- The school's procedures and permissible bases for the complainant and respondent to appeal.
- 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.
- The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals:

- 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:
    - Procedural irregularity that affected the outcome of the matter;
    - 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
    - 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.
- A school may offer an appeal equally to both parties on additional bases.
- As to all appeals, the school must:
    - Notify (using *Attachment I – Notification of Informal Resolution*) the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
    - 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;
    - Ensure that the decision maker(s) for the appeal complies with this section;
    - Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
    - Issue a written decision describing the result of the appeal and the rationale for the result; and
    - Provide the written decision simultaneously to both parties.

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:

- Provides to the parties a written notice (using *Attachment J – Documentation of Compliance*) 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;

- Obtains the parties' voluntary, written consent to the informal resolution process; and
- Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Recordkeeping:

The school must maintain for a period of seven years records of:

- 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;
- Any appeal and the result therefrom.
- Any informal resolution and the result therefrom; and
- 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.

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 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 Form

Please sign and return this form to the school indicating that you have read and adhere to the policies and procedures stated in the *2026-27 Student and Family Handbook*.

Student Name	**Student Signature**	**Date**

Parent/Guardian Name	**Parent/Guardian Signature**	**Date**

Appendix

Boys' Latin of Philadelphia prepares boys for success in college and beyond.

Every member of the Boys' Latin community stands as a vital part of the village that nurtures our young men's individual and collective success toward our mission. We believe that "scientia potentia est" - knowledge is power - and that education is the pathway to freedom, justice, and joy. Through rigorous college-preparatory coursework and experiences rooted in a classical liberal arts education, our students develop the academic and leadership skills needed to excel. At graduation, our Warriors emerge as architects of their futures, grounded in the core values of Scholarship, Integrity, and Brotherhood, upheld by the pillars that support these values.

Utilize knowledge, critical thinking, and a growth mindset to succeed and thrive in college, career, and beyond.	Persist through challenges with curiosity and creativity, strategically using available information, resources, and supports to develop effective solutions.	Exhibit confidence in their identities, clarity of their values, and appreciation for the experiences that have shaped them.	Lead by example through hard work, honesty, and doing what is right, while taking ownership of mistakes and using them as opportunities for growth.	Demonstrate kindness and empathy by respecting diverse perspectives, recognizing that there is room for both collaboration and competition, but there is no place for harm.	Embrace opportunity to make a meaningful impact on their communities, personifying the pledge, "I am my brother's keeper."
ERUDITION	*TENACITY*	*PURPOSE*	*ACCOUNTABILITY*	*COMPASSION*	*SERVICE*
SCHOLARSHIP		INTEGRITY		BROTHERHOOD	

BOYS' LATIN OF PHILADELPHIA

BOYS' LATIN OF PHILADELPHIA CHARTER SCHOOL

The Warrior's Day

DAILY SCHEDULES • SCHOOL YEAR 2026–2027

Faber est quisque fortunae suae — Each man is the architect of his own fortune.

A guide for scholars and families | Middle School (Grades 6–8) and High School (Grades 9–12)

Breakfast is served at 7:30 AM on both campuses. Every school day begins at 8:00 AM. The Middle School and the High School end at the same time each day, so families with scholars in both buildings have one pickup time.

ONE START TIME. ONE DISMISSAL TIME. TWO CAMPUSES. ONE STANDARD.

START AND END TIMES AT A GLANCE

DAY	BREAKFAST	SCHOOL BEGINS	DISMISSAL	NOTES
Monday	7:30 AM	8:00 AM	**2:50 PM**	Early dismissal
Tuesday	7:30 AM	8:00 AM	**4:00 PM**	Full day
Wednesday	7:30 AM	8:00 AM	**4:00 PM**	Full day
Thursday	7:30 AM	8:00 AM	**4:00 PM**	Full day
Friday	7:30 AM	8:00 AM	**3:20 PM**	Early dismissal

These times apply to both the Middle School and the High School. Passing time between classes is 3 minutes every day.

WHAT FAMILIES SHOULD KNOW

- Breakfast is served at 7:30 AM on both campuses. Scholars who eat at school should arrive by 7:30 AM.
- Monday ends early at 2:50 PM. Please plan transportation and after-school care for Monday afternoons.
- Friday ends early at 3:20 PM.
- Tuesday, Wednesday, and Thursday are full days that end at 4:00 PM. These are the days that carry our enrichment and support programming.

MIDDLE SCHOOL | GRADES 6, 7, AND 8

All three grades follow the same bell schedule. Lunch is one of your nine periods and is the same length as a class. Your grade's lunch period is printed on your individual schedule.

MONDAY	DISMISSAL 2:50 PM
TIME	**WHAT IS HAPPENING**
7:30 AM	**Breakfast is served in the cafeteria**
8:00 – 8:23 AM	**Advisory**
8:26 – 9:06 AM	1st Period
9:09 – 9:49 AM	2nd Period
9:52 – 10:32 AM	3rd Period
10:35 – 11:15 AM	4th Period
11:18 – 11:58 AM	5th Period
12:01 – 12:41 PM	6th Period
12:44 – 1:24 PM	7th Period
1:27 – 2:07 PM	8th Period
2:10 – 2:50 PM	9th Period
2:50 PM	**Dismissal**

Monday classes are 40 minutes. Advisory is 23 minutes.

TUESDAY AND THURSDAY	DISMISSAL 4:00 PM
TIME	**WHAT IS HAPPENING**
7:30 AM	**Breakfast is served in the cafeteria**
8:00 – 8:42 AM	1st Period
8:45 – 9:27 AM	2nd Period
9:30 – 10:12 AM	3rd Period
10:15 – 10:57 AM	4th Period
11:00 – 11:42 AM	5th Period
11:45 AM – 12:27 PM	6th Period
12:30 – 1:12 PM	7th Period
1:15 – 1:57 PM	8th Period
2:00 – 2:42 PM	9th Period
2:45 – 3:20 PM	**W.I.N. 1 — English Language Arts support**
3:25 – 4:00 PM	**W.I.N. 2 — Math support**
4:00 PM	**Dismissal**

Tuesday and Thursday classes are 42 minutes. There is no Advisory on these days.

WEDNESDAY	DISMISSAL 4:00 PM
TIME	**WHAT IS HAPPENING**
7:30 AM	**Breakfast is served in the cafeteria**
8:00 – 8:45 AM	1st Period
8:48 – 9:33 AM	2nd Period
9:36 – 10:21 AM	3rd Period
10:24 – 11:09 AM	4th Period
11:12 – 11:57 AM	5th Period
12:00 – 12:45 PM	6th Period
12:48 – 1:33 PM	7th Period
1:36 – 2:21 PM	8th Period
2:24 – 3:09 PM	9th Period
3:12 – 4:00 PM	**Leadership Academy**
4:00 PM	**Dismissal**

Wednesday classes are 45 minutes. There is no Advisory on Wednesday.

FRIDAY	DISMISSAL 3:20 PM
TIME	**WHAT IS HAPPENING**
7:30 AM	**Breakfast is served in the cafeteria**
8:00 – 8:45 AM	1st Period
8:48 – 9:33 AM	2nd Period
9:36 – 10:21 AM	3rd Period
10:24 – 11:09 AM	4th Period
11:12 – 11:57 AM	5th Period
12:00 – 12:45 PM	6th Period
12:48 – 1:33 PM	7th Period
1:36 – 2:21 PM	8th Period
2:24 – 3:09 PM	9th Period
3:09 – 3:20 PM	**Advisory and Week Close-Out**
3:20 PM	**Dismissal**

Friday classes are 45 minutes, the same as Wednesday. The day closes with Advisory instead of Leadership Academy.

SAME MOUNTAIN, DIFFERENT PATHS, NO SHORTER MOUNTAINS.

HIGH SCHOOL | GRADES 9, 10, 11, AND 12

Grades 9 and 10 take eight single periods each day. Grades 11 and 12 take longer blocks on Tuesday through Friday, so a junior or senior sees fewer classes each day but stays with each one longer. Every scholar starts and ends at the same time.

MONDAY	DISMISSAL 2:50 PM
TIME	**ALL GRADES, 9 THROUGH 12**
7:30 AM	**Breakfast is served in the cafeteria**
8:00 – 8:52 AM	**Period 1 + Homeroom and Announcements**
8:55 – 9:37 AM	Period 2
9:40 – 10:22 AM	Period 3
10:25 – 11:07 AM	Period 4
11:10 AM – 1:20 PM	**MIDDAY: Lunch, Period 5, and Period 6 — see your lunch group below**
1:23 – 2:05 PM	Period 7
2:08 – 2:50 PM	Period 8
2:50 PM	**Dismissal**

MONDAY MIDDAY — FIND YOUR LUNCH GROUP. EVERYONE IS BACK TOGETHER FOR PERIOD 7.			
Group A	Lunch 11:10 – 11:50 AM	Period 5 11:53 AM – 12:35 PM	Period 6 12:38 – 1:20 PM
Group B	Period 5 11:10 – 11:52 AM	Period 6 11:55 AM – 12:37 PM	Lunch 12:40 – 1:20 PM

Monday classes are 42 minutes and lunch is 40 minutes. Juniors and seniors see all eight of their classes on Monday in shorter single periods.

TUESDAY AND THURSDAY			DISMISSAL 4:00 PM
TIME	**GRADE 9**	**GRADE 10**	**GRADES 11 AND 12**
7:30 AM	**Breakfast is served in the cafeteria**		
8:00 – 8:55 AM	**Period 1 + Homeroom**	**Period 1 + Homeroom**	**Block 1 + Homeroom**
8:58 – 9:44 AM	Period 2	Period 2	Block 1 continues
9:47 – 10:33 AM	Period 3	Period 3	Block 2
10:36 – 11:22 AM	Period 4	Period 4	Block 2 continues
11:25 AM – 12:03 PM	LUNCH (Wave 1)	Lyceum	Gr 12: LUNCH / Gr 11: Directed Study
12:06 – 12:44 PM	Lyceum	LUNCH (Wave 2)	Gr 11: LUNCH / Gr 12: Directed Study
12:47 – 1:33 PM	Period 5	Period 5	Block 3
1:36 – 2:22 PM	Period 6	Period 6	Block 3 continues
2:25 – 3:11 PM	Period 7	Period 7	Block 4
3:14 – 4:00 PM	Period 8	Period 8	Block 4 continues
4:00 PM	**Dismissal**		

Tuesday and Thursday classes are 46 minutes. Lunch runs in two waves in the middle of the day: while one group eats, the other is in Lyceum (Grades 9 and 10) or Directed Study (Grades 11 and 12). Grade 12 eats in the first wave; Grade 11 eats in the second.

WEDNESDAY		DISMISSAL 3:20 PM
TIME	**GRADES 9 AND 10**	**GRADES 11 AND 12**
7:30 AM	**Breakfast is served in the cafeteria**	
8:00 – 8:59 AM	**Period 1 + Homeroom**	**Block 1 + Homeroom**
9:02 – 9:48 AM	Period 2	Block 1 continues
9:51 – 10:37 AM	Period 3	Block 2
10:40 – 11:26 AM	Period 4	Block 2 continues
11:29 AM – 1:42 PM	**MIDDAY: Lunch, Period 5, and Period 6 — see your lunch group below**	
1:45 – 2:31 PM	Period 7	Block 4
2:34 – 3:20 PM	Period 8	Block 4 continues
3:23 – 4:00 PM	**Faber Hour: Student Development, Accountability, and Clubs**	
4:00 PM	**Dismissal**	

WEDNESDAY MIDDAY — FIND YOUR LUNCH GROUP. EVERYONE IS BACK TOGETHER FOR PERIOD 7.			
Group A	Lunch 11:29 – 12:04 PM	Period 5 12:07 – 12:53 PM	Period 6 12:56 – 1:42 PM
Group B	Period 5 11:29 AM – 12:15 PM	Period 6 12:18 – 1:04 PM	Lunch 1:07 – 1:42 PM

Wednesday classes are 46 minutes and lunch is 35 minutes. For Grades 11 and 12, Periods 5 and 6 together are Block 3.

FRIDAY		DISMISSAL 3:20 PM
TIME	**GRADES 9 AND 10**	**GRADES 11 AND 12**
7:30 AM	**Breakfast is served in the cafeteria**	
8:00 – 8:59 AM	**Period 1 + Homeroom**	**Block 1 + Homeroom**
9:02 – 9:48 AM	Period 2	Block 1 continues
9:51 – 10:37 AM	Period 3	Block 2
10:40 – 11:26 AM	Period 4	Block 2 continues
11:29 AM – 1:42 PM	**MIDDAY: Lunch, Period 5, and Period 6 — see your lunch group below**	
1:45 – 2:31 PM	Period 7	Block 4
2:34 – 3:20 PM	Period 8	Block 4 continues
3:20 PM	**Dismissal**	

FRIDAY MIDDAY — FIND YOUR LUNCH GROUP. EVERYONE IS BACK TOGETHER FOR PERIOD 7.			
Group A	Lunch 11:29 AM – 12:04 PM	Period 5 12:07 – 12:53 PM	Period 6 12:56 – 1:42 PM
Group B	Period 5 11:29 AM – 12:15 PM	Period 6 12:18 – 1:04 PM	Lunch 1:07 – 1:42 PM

Friday classes are 46 minutes and lunch is 35 minutes. Friday has the longest first period of the week at 59 minutes.

WORDS YOU WILL HEAR

TERM	WHERE	WHAT IT MEANS
Advisory	Middle School	A short daily check-in with your advisor and your advisory group. Attendance, announcements, and a chance to get organized.
W.I.N.	Middle School	Stands for "What I Need." Two 35-minute blocks on Tuesday and Thursday afternoons: one for English Language Arts, one for Math. Scholars are grouped by what they are working on.
Leadership Academy	Middle School	Wednesday afternoon block focused on character, leadership, and brotherhood.
Homeroom	High School	Attached to the start of Period 1. Attendance and morning announcements happen here.
Lunch Group A / B	High School	On Monday, Wednesday, and Friday the High School eats in two groups because the cafeteria holds one group at a time. Group A eats before Period 5. Group B eats after Period 6. Both groups are back together for Period 7. Your group is on your schedule.
Lyceum	High School	Tuesday and Thursday seminar and enrichment time for Grades 9 and 10, paired opposite the lunch wave. Named for the school where Aristotle taught.
Directed Study	High School	Tuesday and Thursday structured study time for Grades 11 and 12, paired opposite the lunch wave.
Block	High School	For Grades 11 and 12 on Tuesday through Friday, two periods are joined into one longer class. Block 1 is Periods 1 and 2. Block 2 is Periods 3 and 4. Block 3 is Periods 5 and 6. Block 4 is Periods 7 and 8.
Faber Hour	High School	Wednesday afternoon block for student development, accountability, and clubs. Faber is Latin for maker or craftsman, from our motto: each man is the architect of his own fortune.
Breakfast	Both campuses	Served in the cafeteria beginning at 7:30 AM every school day, before the 8:00 AM start.
Passing time	Both campuses	Three minutes between classes on every day.

FAMILY REMINDERS

- Breakfast begins at 7:30 AM on both campuses. Scholars who plan to eat breakfast at school should arrive by 7:30 AM.
- All other scholars should arrive by 7:50 AM so they are seated and ready when the day begins at 8:00 AM.
- There are three dismissal times during the week: 2:50 PM on Monday, 3:20 PM on Friday, and 4:00 PM on Tuesday, Wednesday, and Thursday.
- The Middle School and the High School dismiss at the same time every day, so one pickup covers both buildings.
- Athletics, tutoring, and club schedules run outside these times. Check with the coach or advisor for the meeting time.
- Your scholar's individual schedule lists the exact course, teacher, and room for each period, along with the lunch period or lunch group assignment.

EVERY MINUTE OF THE WARRIOR'S DAY IS CLAIMED ON PURPOSE.

Questions about your scholar's schedule? Contact the main office at your scholar's campus.

Middle School — 344 N. Felton Street • High School — 5501 Cedar Avenue