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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Wednesday, August 01, 2012**  
**(Last Accepted: Monday, February 14, 2011)**

**Entity:** Boys Latin of Philadelphia CS  
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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2010 - 2011

**Name of School:** Boys Latin of Philadelphia CS

**Date of Local Chartering School Board/PDE Approval:** 06/28/2006

**Length of Charter:** 5 years    **Opening Date:** 09/05/2007

**Grade Level:** 09-12    **Hours of Operation:** 8:00 am - 5:00 pm

**Percentage of Certified Staff:** 80    **Total Instructional Staff:** 30

**Student/Teacher Ratio:** 14/1    **Student Waiting List:** 224

**Attendance Rate/Percentage:** 95

## Summary Data Part II

Enrollment: 466 Per Pupil Subsidy: 2010-2011

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	463
Hispanic:	3
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
79%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 54

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1114	1114

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Boys' Latin of Philadelphia Charter School is a senior high school located in West Philadelphia, PA. The school offers a classical/contemporary college preparatory education in which all students are required to take four years of Latin. The curriculum includes rigorous course work that starts with basic skills and evolves into more independent, project based classes. Our goal is to create hardworking students and independent learners. Boys' Latin opened for ninth graders in August of 2007 with 144 boys. During the 2010-2011 school year, there were 174 Freshmen, 118 Sophomores, and 87 Juniors, and 89 Seniors attending Boys' Latin. While 60% of Boys' Latin's students hail from West and Southwest Philadelphia, other students come from the far Northeast, Germantown, North and South Philadelphia.

West Philadelphia reaches from the western shore of the Schuylkill River to City Line Avenue to the northwest, Cobbs Creek to the southwest and the Regional Rail R3 Media-Elwyn line to the South.

West Philadelphia is predominantly African-American with a population of 193,334. While the area boasts more attractions and destinations than most small cities the area has suffered decline and urban blight as the heavy industry that help to created a demand for housing construction in West Philadelphia dwindled and departed areas like Powelton Village, Spruce Hill and Cedar Park, all areas in West Philadelphia.

West Philadelphia is home to several universities such as; University of Pennsylvania, Drexel University, University of the Sciences and Saint Joseph's University as well as many hospitals and museums.

There are many community resources available to the West Philadelphia population. There is a neighborhood YMCA, numerous recreation centers and a thriving business district on 52nd Street from Baltimore Avenue to Arch Street.

There are many opportunities for Boys' Latin students to expand their educational opportunities. The school has developed relationships with both the University of Pennsylvania and Drexel University.

The school has been highly received by the neighbors and local political representatives. Whenever there are opportunities to partner with other public schools, Boys' Latin welcomes them. Since the spring of the 2009 school year, Boys' Latin partnered with the Philadelphia High School for Girls to produce the plays "Our Town", "The Outsiders", "The Wiz.", and "The Tempest".

## **Mission**

Boys' Latin of Philadelphia Charter School, a college preparatory high school, serves qualified boys of diverse backgrounds who live in the City of Philadelphia. Boys' Latin offers its students a rigorous contemporary/classical education that prepares them for college matriculation and sets high standards for achievement, character development, and age appropriate conduct.

Boys' Latin has created a self-selected group of young men who value academic success, hard work, and the development of their intellectual, moral, social, creative, and athletic potential. Boys' Latin is a school where young men prepare to become leaders through challenging coursework within a supportive environment. Our curriculum blends liberal arts, classical studies, and state-of-the-art technology as we cultivate world citizens for the twenty-first century.

Boys' Latin of Philadelphia Charter School welcomes all who share our mission for children and hold paramount brotherhood and cooperation. We do not discriminate based on external or perceived differences, but will empower our young men with a beneficially rewarding and diverse school program.

## **Vision**

While the Philadelphia School District can boast a number of effective schools, progressive and novel social programs, and greater opportunities for parental choice through the charter school movement, there are a significant number of young people who are under-served and/or ignored in the city's public education system. This is especially true for high school-aged boys living in the City's most challenging neighborhoods.

Boys' Latin of Philadelphia Charter School aims to be a reputable institution with high academic standards where young men in such neighborhoods receive life-long, fundamental, and practical skills that prepare them for success in college, citizenship and the competitive world beyond.

The design of Boys' Latin springs from a body of literature supporting the academic benefits of single-gender education, and in particular the "remarkable effect"[\[1\]](#) such schools can have boosting boys' performances in academic studies, the arts and foreign languages.

Literature suggests that the benefits of single-sex schools for African American and Hispanic boys living in low socio-economic homes are particularly profound. "The performance of African-American and Hispanic students in single-gender schools is stronger on all tests, on average scoring almost a year higher than similar students in co-educational settings."<sup>[2]</sup> Boys' Latin of Philadelphia Charter School will be an educational institution that will offer first-class academic instruction, bolstered by necessary social services and interventions to proactively address the particular challenges urban boys face.

Boys' Latin of Philadelphia Charter School offers a classical/contemporary college preparatory education in which all students are required to take four years of Latin. The curriculum includes rigorous course work that starts with basic skills and evolves into more independent, project based classes. Through the project based classes Boys' Latin of Philadelphia Charter School incorporates technology into the school's curriculum. Boys' Latin believes that technology will play an ever-increasing role in the future lives of the students, staff and community. In order to prepare for the use of technology in the future, we believe that its use must become second nature in all aspects of the school system.

The Boys' Latin model has proven effective in educating urban boys. 99% of the school's first class graduated within four years, 96% were accepted to college, and more than \$1.8 million in merit scholarships were offered to the class. 74% of the class began college in September of 2011; in comparison, only 29% of Philadelphia neighborhood high school students matriculate to college the fall after graduation (2010 data).

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<sup>[1]</sup> Brighter Choice Charter Schools, Single-Sex Classes; retrieved July, 2008;  
<http://www.brighterchoice.org/>

<sup>[2]</sup> Brighter Choice Charter Schools, Single-Sex Classes; retrieved July, 2008;  
<http://www.brighterchoice.org/>

## Shared Values

Boys' Latin of Philadelphia Charter School students follow a strictly enforced code of behavior and dress (including a sports jacket and tie). Students must respect themselves, their fellow students, teachers, staff, guests and all others they encounter during the course of their school day. Students and parents are required to sign an agreement that will signify their understanding of and commitment to the school code.

Students are encouraged to use their natural competitive nature to strive to be the best they can be in school. High individual and school-wide academic and extra-curricular achievements are celebrated by the student body on a weekly basis. "Golden Ties" are worn by selected specially recognized students on a weekly basis. Students strive to achieve Honor status and are proud to be counted among that group. Boys' Latin students all participate in this culture of achievement. No students are chastised for being smart and successful in school. Students who participate in extra-curricular activities that are otherwise considered tabu for boys at urban schools (including

drama and dance) are not teased, but celebrated for their talents. Boys' Latin has created a culture in which students strive to be their best and encourage one another to do the same.

## **Academic Standards**

Every Boys' Latin student is required to take four years of Latin language and culture. Latin equips a student with the strongest single foundation for mastering Romance languages, modern inflected ones such as Russian and German, and even non-related tongues like Arabic, Chinese, and Japanese. Working with Latin broadens a person's notion of structures possible in English and other languages. In addition, 80% of the vocabulary of the Romance languages--French, Italian, Portuguese, Romanian, and Spanish--is based on Latin.

The non-English word structure and sentence patterns found in Latin help develop observant, analytical, and logical students. Their minds develop in demanding and practical ways. For these reasons, students of Latin are appreciated and sought after by Human Resources departments.

During the 2010-2011 school year, 15 Boys' Latin students achieved medals and certificates for their performance on the National Latin Examination.

Other academic program highlights include:

Summer Prior to 9th grade: Every new student will participate in two weeks of intensive classes in basic skills, overview of school bibliography, organization, and note taking. Students will also do experiential learning initiatives.

Grades 9-10: Initial emphasis will be on establishing basic skills in major academic disciplines: English, history, math, science, Latin and writing.

Grade 11: Emphasis will switch to individual and team project-based learning.

Summer Prior to 12th Grade: All rising seniors will participate in two weeks of planning for their final year of high school and preparing for application to college.

Grade 12: Senior year will allow more flexibility with greater independent study, project based instruction and opportunities for off-campus classes. This year will culminate with a senior project and presentation.

Service Learning will be required for every student every year.

## **Strengths and Challenges**

Boys' Latin's greatest strength is in the people who are a part of our school community. We have an impressive and diverse group of students who value academic success, hard work, and the development of their intellectual, moral, social, creative, and athletic potential. Our students recognize that attending Boys' Latin is a privilege, and they are proud to be a part of the first class of students.

Boys' Latin has assembled a first-rate, highly qualified staff that believes in the success of the school. Our teachers work harder and longer than most teachers in local urban schools, and they readily do it for the benefit of their students. Our staff works collaboratively to ensure consistency throughout the curriculum. Our faculty is highly qualified; many have earned advanced degrees.

The Boys' Latin Board of Directors consists of community members from diverse backgrounds who actively participate in all aspects of the school's governance. Board Members also raise funds for the school and promote the school in the greater Philadelphia community. They are committed to maximizing the effect Boys' Latin has on the students it serves.

The study of the Latin language and the single-gender structure are strengths that make Boys' Latin unique among area charter schools. Every Boys' Latin student takes four years of Latin, taught by a certified Latin teacher. Latin equips students with a strong foundation and the non-English word structure and sentence patterns founding Latin help develop observant, analytic, and logical students. Last school year, two Boys' Latin students received national and local recognition for their performance on the National Latin Exam, and twenty additional students just missed this achievement by a few points. The students also performed well this school year, and took a competitive team to the Junior Classical League at Penn State University.

### ***Does Latin help SAT scores? YES!***

The mean Verbal SAT scores for 2002 were:

All students-508

Students who study:

LATIN-674

Spanish-581

French-637

German-622

Boys' Latin is designed as a single-gender school to most effectively address the unique social and academic issues experienced by urban boys. Boys are far more likely to have problematic academic experiences and are 30% more likely to drop out of school. Teachers in an all-boys school can teach in ways that reach boys and appeal to their learning style. Extensive research has shown that boys tend to soften their competitive edge and become more collaborative in a single gender setting. They can be themselves and not worry about the social stresses inherent in a co-educational environment. Boys' Latin students cite the all-boys environment as one of the best things about the school.

The challenges Boys' Latin faces are similar to those of any charter school. Being competitive for highly qualified teachers is challenging for Philadelphia charter schools, since charters receive less funding than do district schools and often cannot pay equivalent salaries. However, Boys' Latin was able to recruit and maintain a high percentage of highly qualified teachers for the first school year.

Boys' Latin also faced the challenge of creating a school facility that would support the type of educational environment necessary to engage students in a high school setting. This meant a sacrifice in the first school year. While the facility (a former Catholic school building) was undergoing renovations, students and staff operated out of a series of trailers. This sacrifice proved to be worthwhile, as the new building was complete by the end of the school year.

One challenge that Boys' Latin faces is to prepare students for college. Since Boys' Latin is designed as a college preparatory school, college matriculation is emphasized from the moment students enter the school. This school year, Boys' Latin graduated its first class of students. 96% of the students were accepted to college, and the other 4% were accepted to other post-secondary education programs. It is expected that well over 90% of these students will attend college in the fall.

### **ANNUAL MEASURABLE GOALS 2010-2011**

<b>Annual Measurable Goal</b>	<b>Strategies / Interventions</b>	<b>Performance Indicators</b>	<b>Results / Progress</b>
67% proficient or above in math on PSSA (AYP goal)	Benchmarking, skills focus	PSSA	33% Proficient (24 percentage point increase)
72% proficient or above in reading on PSSA (AYP goal)	Benchmarking, skills focus	PSSA	54% Proficient (35 percentage point increase)
95% participation rate in PSSA assessment (AYP goal)	Student motivation	PSSA	98%
Improvement in attendance in grades 9 <sup>th</sup> — 12 <sup>th</sup> up to 90% (AYP goal)	Daily monitoring, parental contact, attendance policy,	School attendance records	Participation Attendance for 2010-11 school year was 95%
On a parent survey, 90% of parents will rate BLCS as meeting or exceeding expectations	Board action for those who exceed attendance policy limits Staff responsiveness, Faculty provided with school funded cell-phones for parent contact, extended family network, flexible scheduling of parent meetings	Tabulation of survey results	Survey not given this year
80% parent/guardian attendance at report card night	Parental contact, notices provided in advance	Report card night attendance.	Approximately 60% of parents/guardians attended

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

The Boys' Latin Strategic Planning Committee met several times during the year, both formally and informally, to discuss progress in each of the goal areas below. Category leaders were selected from the committee, and each leader worked with relevant staff throughout the school year to stay abreast of progress in each category area. The plan was modified and updated based on feedback from each category leader throughout the year.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Bright, Qwaye	Director of Special Education	Administrator	CEO
Gonzalez, Richard	IT Administrator	Other	CEO
Gonzalez, Ruth	Director of Administration	Administrator	David Hardy/ CEO
Hardy, David	CEO	Administrator	Board
Hasty, Desmond	Technology Teacher	Secondary School Teacher	CEO
Jordan, Keisha	Development Consultant	Other	CEO
Williams, R. Richard	Board Chair	Board Member	CEO

## Goals, Strategies and Activities

### **Goal: Enable students to use laptops within and outside the school.**

**Description:** Boys' Latin will enable every 10th - 12th grade student one-to-one computer access on a 24 hour/day basis.

#### **Strategy: Provide technology education.**

**Description:** Educate students about basic computer hardware and software use.

#### **Activity: Provide technology instruction to every student as a foundation for developing technology skills.**

**Description:** Technology should be integrated into the core curriculum by teaching students the following:

- Instruct students in basic computer use, word processing, typing, database management, and other foundational skills
- Instruct students in proper and effective internet research and safety.
- Educate students about appropriate online behavior, including social networking safety and cyberbullying awareness and response.
- Provide students with the opportunity to learn advanced computing skills such as web development.

#### **Person Responsible Timeline for Implementation Resources**

Hasty, Desmond	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Upcoming

#### **Strategy: Provide Tools for 21st Century Classrooms**

**Description:** Provide the faculty with necessary electronic resources to model a successful 21st century classroom.

#### **Activity: Provide Laptops**

**Description:** Every year each student in the 10th grade receives a laptop to be used for school work. The students are allowed to transport the laptops to and from school. The school provides secure wireless access to the internet.

### Person Responsible Timeline for Implementation Resources

Gonzalez, Richard    Start: 10/16/2012    -  
Finish: Ongoing

**Status:** Not Started — Upcoming

## **Goal: Implement technology in all aspects of the curriculum.**

**Description:** Boys' Latin will implement modern technology into all aspects of the school curriculum.

### **Strategy: Conduct curriculum development meetings that include technology planning.**

**Description:** Use Grade Level, Leadership, Faculty, and Department Meetings to identify ways to integrate technology into the curriculum.

### **Activity: Develop the use of technology in the curriculum.**

**Description:** Discuss the implementation of technology monthly at Leadership Team Meetings, identifying technology gaps in the core curriculum and creating solutions.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Tennant, Noah	Start: 9/4/2012 Finish: 6/21/2013	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per</b>
1.00	12	10
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Boys' Latin	• School Entity	Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Sharing information and identifying needs for technology use in the	Administrators and department heads will share best practices.	<i>For classroom teachers, school counselors and education specialists:</i>

classroom.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

#### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li></ul>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High school (grades 9-12)</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>• Creating lessons to meet varied student learning styles</li><li>• Peer-to-peer lesson discussions</li><li>• Lesson modeling with mentoring</li></ul>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li></ul>

**Status:** Not Started — Upcoming

## **Strategy: Provide technology education.**

**Description:** Educate students about basic computer hardware and software use.

### **Activity: Provide technology instruction to every student as a foundation for developing technology skills.**

**Description:** Technology should be integrated into the core curriculum by teaching students the following:

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#### **Person Responsible Timeline for Implementation Resources**

Hasty, Desmond	Start: 9/4/2012	-
	Finish: Ongoing	

**Status:** Not Started — Upcoming

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#### **Person Responsible Timeline for Implementation Resources**

Gonzalez, Richard	Start: 10/16/2012	-
	Finish: Ongoing	

**Status:** Not Started — Upcoming

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

Boys' Latin of Philadelphia Charter School is based on the premise that inner-city at-risk boys will succeed within a gender-based, highly structured environment that includes proper support systems, a strong and diversified curriculum, and a host of enrichment activities to stimulate and broaden students' horizons.

Boys' Latin will promote a comprehensive, standards-based educational experience that will build on students' basic skills and knowledge and cultural awareness.

Students will receive their initial orientation to the school's curriculum through an Outward Bound course. Some of the challenges students will encounter include rock climbing, rappelling, a ropes course, canoeing and rafting, leadership initiatives and workshops.

#### **How is the curriculum organized to meet the developmental and academic needs of students?**

Boys' Latin is committed to the belief that learning should take place in a supportive, structured, safe environment that provides a challenging curriculum, effective resources, and a code of conduct that promotes respect for self and others. We work to ensure our students learn and grow in an environment that protects, challenges, and nurtures each one as a worthy individual. Students at Boys' Latin are engaged in daily opportunities to read, write, and analyze; to think critically and creatively; to understand and use various technologies; to grapple with challenging questions within and across disciplines; and to develop curiosity and enthusiasm about learning. Boys' Latin is a place where students view writing as a life skill; a place where students engage in a host of extracurricular, enrichment, and skill-building activities as part of their educational experience; and a place where students recognize the value of self and the value of community.

The college preparatory course of study at Boys' Latin of Philadelphia Charter School offers an original and unique experience for young men looking for an intellectual challenge in the context of a nurturing environment. The four-year curriculum is an intellectual journey that provides a firm grounding that students will carry on to university life. Students begin by plunging into a wide array of cultures and vantage-points through world history and literature, emerging only to find themselves immersed in a historical dialogue with the visual, literary, political, scientific and mathematical achievements of the Western Enlightenment. From there students ultimately learn how to swim in the school's own distinct cultural current, intermingling of coursework in African-American studies, an experiential learning component, and behind it all — the Latin requirement.

#### **What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students who enroll performing significantly below standards in literacy and mathematics skills?**

According to a 2004 report by Learning Resources Network (LERN), boys are neurologically geared toward solving problems and meeting challenges. Once they master a particular task (solve the problem and meet the challenge), it becomes boring, and boys have a hard time focusing on the assignment at hand. Boys' Latin of Philadelphia Charter School's curriculum will reflect this reality. Courses will integrate book learning with engaging hands-on learning experiences. The teachers will work to improve students' skills by incorporating several learning modalities (audio, visual, kinesthetic, etc) and numerous teaching methodologies (differentiated instruction, cooperative learning groups, etc). Boys' Latin's curriculum will also incorporate lesson modifications in each of the core subjects for students who need extra support or enrichment in order to stay engaged.

We focus heavily on instructional differentiation, gearing all activities to meet the needs of each student. Students who struggle in class attend independent tutoring sessions with teachers two

Saturdays each month for up to three hours. Student-athletes are required to attend mandatory study sessions for two hours every Wednesday and for three hours two Saturdays each month.

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### **Gifted Education/Academically Advanced**

In many respects, Boys' Latin of Philadelphia Charter School is an environment that is well suited to the gifted student as it will promote excellence, open cultural outlets, adopt differentiated instruction and encourage academic independence. Gifted students will be given the opportunity to take honors courses in English, Math, Science, History, and Latin. According to the curriculum, project-based learning and service learning are components that will drive the junior and senior educational years. These projects will be used to push and extend students learning beyond the scope of a traditional classroom. Upon identification as gifted/advanced, a student will be assessed and evaluated by the school's social worker and/or the Director of Special Education to determine the appropriate course of study.

### **Special Education-Special Needs**

As Boys' Latin of Philadelphia is a public charter school we exist to serve young men from the city of Philadelphia regardless of ability. Just as we have high performing students who choose to come to Boys' Latin, we also expect — and welcome- students with special needs. The curriculum and high academic expectations exist for all learners, regardless of ability. The differentiated learning focus, including project-based learning, will allow students at all academic levels to benefit from the educational experience offered at Boys' Latin. The in-class support and co-teaching model employed here allows for all young men to receive the individualized instruction they need while not feeling stigmatized by their disability.

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Boys' Latin of Philadelphia has formed an instructional support team who, prior to the start of the school year, reviews the Individualized Education Plans (IEPs) of all classified students. The team works collaboratively with the general education teachers to design and implement appropriate instructional programs and modifications/accommodations as needed. Boys' Latin has also created a response to intervention team to support students who may be struggling academically, socially, or behaviorally. The team considers teacher referrals, provides interventions and supports, and if necessary will evaluate the student. The combined resources of the instructional support team will be engaged to design an educational program that meets the needs of our students with disabilities in the least restrictive environment.

### **Positive Behavior Support**

Boys' Latin of Philadelphia has adopted the positive behavior support model to proactively address behavioral concerns in the school environment. In implementing positive behavior support we have redesigned our environment so that problem behaviors are prevented or inconsequential and we have taught students new skills, making problem behaviors unnecessary.

The positive behavior support system addresses problematic behavior by replacing the undesired behavior with a new behavior or skill. As a school we have taken ownership of student learning and behavioral challenges. There is a total staff commitment to managing behavior and a common language surrounding behavior in the school. The rules and procedures are clearly communicated with students as well as the consequences that result.

### **What types of teaching strategies are used to actively engage students in the learning process?**

Teaching strategies at Boys' Latin are chosen using research based best practices. Their inclusion in the instructional design at the school reflects our commitment to challenging students to reach high levels of academic achievement and to prepare them for college. The strategies discussed below are just a few examples of school-wide strategies used in instruction:

### **Differentiated Instruction**

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Differentiated instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums. "Acknowledging that students learn at different speeds and that they differ widely in their ability to think or understand is like acknowledging that students at any given age aren't all the same height: It is not a statement of worth, but of reality." (Carol Ann Tomlinson)

With differentiated instruction, teachers are aware of their students learning styles and preferences. These preferences are used as a guide to developing and implementing curricular activities. Differentiation ensures that students are learning as much as possible while increasing student motivation and confidence by allowing student to experience more success. As teachers differentiate instruction they are continuously assessing and using their assessments to understand how to make instruction more responsive to their learners' needs. At Boys' Latin, teachers use differentiation strategies to meet the needs of all learners on a daily basis. Teachers use a variety of instructional arrangements to ensure that each student is given ample opportunity to master the content.

### **Project Based Learning**

Project-based Learning is a model for classroom activity that will be employed. It supports classroom practices and lessons that are shorter and more isolated by providing activities that are longer-term, interdisciplinary, and integrated with real world issues and practices. One immediate benefit will be to make learning more relevant and useful to students by establishing connections from what they are learning in core subjects to life outside the classroom. Such a strategy capitalizes on research highlighting the elements of effective instruction, specifically the connection of lessons to issues of personal relevance to students and/or real problems or issues that exist in the world and instruction that emphasizes interactive discourse with small group work that is characterized by clear goals and individual accountability.

### **Service Learning Component**

Boys' Latin of Philadelphia Charter School is drawn to service-learning because it is firmly in line with Boys' Latin's mission to build character and leadership, and will produce important educational results as well. Based on experiences around the nation, learning through service causes students to become more concerned about their community and community issues, to discover ways they can lend their talents to those issues, and to apply what they are learning in specific content areas such as Social Studies, English, Science or Mathematics, or to more specific topic areas such as the environment or the elderly, thus making their studies more relevant.

## **Rigorous Instructional Program - Attachment**

- Induction Plan Approval Letter

## **English Language Learners**

Boys' Latin currently has 0 students identified who are in need of English Language Learners (ELL) support. However, the agency with whom we work to provide supplemental counseling, occupational therapy, and/or other services is also equipped to provide baseline and follow-up testing, ELL support, and ELL strategies to identified students. In such cases, ELL support may be offered in different forms. Students may receive support via a pull-out program that gives some direct instructional time and support with an ELL teacher, or students may receive support within their mainstream classrooms through the services of a push-in certified ELL instructor. ELL instructors are also available to coach and support Boys' Latin staff and faculty as needed to better prepare us to support ELL students.

There are currently no supporting documents selected for this section.

## **Graduation Requirements**

Students must receive proficient on the reading, writing, and math sections of the 11th grade PSSA assessment. Student must have a completed a total of 26.5 credits including:

<b>Credits</b>	<b>Subject</b>
6.0	English
4.0	Social Science
4.0	Math
	Minimum:
	Algebra 1
	Geometry
	Algebra 2
4.0	Science
	Minimum:
	Physical Science
	Biology
4.0	Latin

## **Special Education**

Boys' Latin serves students with a broad range of instructional and learning needs. Support for these students comes in a variety of formats based on students' Individualized Educational Programs. These include:

1. Leveled course work
2. Supplemental course work in English and/or Mathematics
3. Resource classroom support
4. In-Class Support Model of Instruction
5. Designated Special Education Tutor Sessions
6. Saturday School Instructional Time
7. Extended School Year

Additionally, Boys' Latin provides pre-referral services through the use of the RTI model. Our school support team identifies students who may need additional support. These students are given interventions and accommodations that may include preferential seating, extended time, designated course work focused on organization, academic lab/tutor time, or others.

## **Special Education - Attachment**

- Special Education Policies and Procedures

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Carly Ackerman	1.00	Learning Support	Boys' Latin	35	none
Serita Lachesis	1.00	Learning Support	Boys' Latin	35	none
Qwaye Bright	1.00	Learning Support	Boys' Latin	35	none

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

## Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Boys' Latin	1.00
Social Worker	Boys' Latin	1.00
Learning Support Teacher	Boys' Latin	2.00

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Jennifer Leventhal	Psychologist	.25
Therapy Source, Nicole Tomassini	School Psychologist	.25
Therapy Source, Vivian Richardson (Sept. - March)	School Psychologist	.25
Therapy Source, Sofia Ginzburg, Ph.D. (March - June)	School Psychologist	.25
Therapy Source, Carol Campbell-Orphanidys	Counselor	.20

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No

## Student Assessment

a. Boys' Latin's new and revised annual measurable goals and targets will be based on student performance on the 2011 PSSA and performance on a series of three 4Sight Assessments administered in the spring.

- After each 4Sight assessment, content departments met and created student improvement plans based on 4Sight performance data, discussed practices and strategies to target an increase in student performance, and implemented these plans into content courses.
  - o English Courses: In grades 9-11, English courses are divided into a Literature course and a Composition course, thus being able to focus more specifically on reading skills and writing skills. English courses also focused on reader-response practice, pull-out guided reading practice for lower level readers, and implementation of PSSA questions during Do Now sessions
  - o Math Courses: daily and weekly practice open-ended response practice, implementation of PSSA questions during Do Now sessions, re-taught objectives that students were least successful on
  - o Unit assessments in all content areas started to take on the look and feel of PSSA-type questions, giving students more practice exposure to the state tests
- Teachers were formally assessed throughout the academic year and student performance on the PSSA and 4Sight Benchmarks were a percentage of teacher observation and evaluation. During post-observation meetings, teacher and administrators devised an action plan to address student performance in class and on benchmark and PSSA assessments.

Student Progress: On our first PSSA, taken in 2010 by our first graduating class, our students scored 8.7% proficient or advanced in math and 20.5% proficient in reading. These scores reflect the fact that we were a new school and our first class had new teachers every year of their high school experience. This year our scores rose dramatically. Our PSSA scores were 33.3% proficient in math and 54% proficient in reading. The percentage of students scoring below basic decreased exponentially. Our PSSA improvement between 2010 and 2011 is as follows:

	<b>2010</b>	<b>2011</b>
<b>Math</b>		
Advanced	2.2%	5%
Proficient	5.7%	29%
Basic	11.1%	27%
Below Basic	80%	37%
<b>Reading</b>		
Advanced	2.2%	10%
Proficient	18.3%	44%
Basic	25.8%	25%

Below Basic                      53.8%                      19%

Our student benchmark data for our grades 9 and 10 indicate that our scores will continue to increase substantially over the next two years.

Post-Secondary Readiness: Boys' Latin's four-year graduation rate is 88%, and 97% of students who started their senior year in September graduated.<sup>[1]</sup> 100% of Boys' Latin seniors took the SAT examination this year. 96% were accepted to college, and more than \$1.8 million in scholarships and grants were offered to our seniors.

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[1] This includes students who left Boys' Latin before their senior year, but graduated from other high schools. The three percent who will not graduate are students who left the school to move to another district or other reasons.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those are proving to be effective in terms of improved academic performance:

- Boys' Latin offers a number of opportunities, strategies and interventions to address student performance and reasonable progress:
  - o Separate Reading classes included in 9th and 10th grade curriculum
  - o Saturday School sessions offered from 9:00-12:00 two Saturdays every month where student can get one-on-one instructions in growth areas
  - o English courses between 9th and 11th grade are divided into separate Literature and Composition classes to give students more time and focus on specific reading and writing skills
  - o Two additional courses in Mathematics are offered students to help with remediation skills: 9th grade Pre-Algebra course and an 11th grade Math Analysis course
  - o Leadership Academy: Time during the academic day is set aside from 4:00-5:00 for extra-curricular activities. During this time, students have the option of getting small group or one-on-one instruction on growth areas PSSA and 4Sight assessments

## **Student Assessment - Attachments**

- Boys' Latin PSSA Summary Report 2010-2011
- Benchmark Results

## **Teacher Evaluation**

- a. The Instructional Leadership team conducts both formal and informal classroom observations. Informal classroom observations are conducted on a rotating basis with teacher receiving feedback a minimum of one time every three weeks. Following each informal observation, feedback is provided including any suggestions for improvement as needed. Three times each year, once per trimester, a formal observation is completed. The formal observation cycle includes a pre-observation meeting, an observation of a full class period, and a post-

observation meeting. At this time the evaluation rubric is completed and action steps for improvement are discussed.

b. School Leadership Team

The School Leadership Team consists of the following members. They do not yet possess administrative certificates.

David Hardy, CEO

Ruth Gonzalez, Director of Administration

Heather Newton, Dean of Instruction, Student Support, and Assessment

Colleen Hinds, Dean of Standards and Accountability

c. Professional Development opportunities will be ongoing for the faculty of Boys' Latin of Philadelphia Charter School. The professional development available to teachers will cover a wide breadth of topics based on student and teacher needs. The needs of teachers will be addressed using teacher surveys and student achievement data. Key areas of training will include differentiated instruction, data collection, using data to drive instruction, questioning strategies, checks for understanding, formative and summative assessment, Response to Intervention training, and Student Support Team development.

## Teacher Evaluation - Attachment

- Teacher Evaluation

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

Dr. Lamont Browne did not return as Principal. He accepted a position elsewhere.

David Hardy continued his leadership role as the CEO. Through his distributed leadership model, he empowers many faculty members while also overseeing a broad range of school issues including instruction, curriculum, management, operations, budget, and community.

The school also welcomed two new Board Members whom we believed would provide strong governance, insight, and experience specific to the unique needs of our organization with regards to community partnerships and long-term fiscal planning.

### Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Ann Baruch	Board Member

Dawn Chavous	Secretary
I. Michael Coslov	Treasurer
James Doughan	Board Member
R. Richard Williams	Chairman
Joseph Conwell	Board Member
Brian McBride	Board Member
Philip Siegel	Board Member
Isaac Ewell	Board Member
Steven F. Kempf	Board Member
John Nostrant	Board Member
Albert C. Oehrle	Board Member
Sally Randolph	Board Member
Stephen Smith	Board Member
Priscilla Sands	Board Member
J. Donald Bird	Board Member
Marianne N. Dean	Board Member

## **Professional Development (Governance)**

Boys' Latin of Philadelphia has selected its board members with an emphasis on prior board experience in charter schools, private schools, or both. Our attorney, Michael Frattone, works with our board to ensure that our board adheres to the laws pertaining to governance - the Sunshine Act, Act 22, and due process. Our accountant also meets regularly with the Board to provide the most updated financial information to all members.

## **Coordination of the Governance and Management of the School**

The bylaws make provisions for at least a seven-member Board of Trustees. The Board includes educators, business persons, social service providers, and philanthropists. The CEO serves as a full member of the Board (ex-officio).

The Board sets policy for the school and works with the CEO, who is responsible for the day-to-day operation of the school, to develop and use analytical tools that help to regularly measure the academic and non-academic performance of the school. At each Board meeting the CEO presents a statistical snapshot of the school, reporting on student progress, school programs and school financial data. With the addition of a School Principal, more detailed information about academics will be discussed at future meetings.

The Board meets at least four times each year (see schedule below) to address both long-term and short-term issues affecting the school.

The CEO and the Board Chairperson meet regularly to discuss matters of importance regarding the operation of the school. In addition, each Board Member is assigned to a particular topic area (ex: Academics, Community, Athletics, etc.) and works with a staff member to provide advice and assistance to the school.

The CEO and/or assigned school representatives attend all called meetings of the School District of Philadelphia (SDP) for charter schools. We have been in contact with various offices of the

SDP to assist us in providing answers and suggestions in addressing various issues that arise during the course of the year. All required reports have been submitted.

## **Coordination of the Governance and Management of the School - Attachment**

- Board Meeting Schedule 2010-2011

## **Community and Parent Engagement**

*Boys' Latin of Philadelphia Charter School has gained the support of several key leaders of the community. The CEO has developed relationships with local legislators, including Senator Anthony Hardy Williams, State Representative Ron Waters, State Representative Dwight Evans, Councilpersons Jannie Blackwell, Frank Rizzo, Blondelle Reynolds-Brown, and others. Mayor Michael Nutter also attended the school's Opening Celebration and spoke in support of the school.*

*Boys' Latin of Philadelphia Charter School has also developed a substantial relationship with the neighboring community, parent body and the staff. With the combined efforts of the Extended Family Network, Board of Directors, and staff, Boys' Latin has hosted events such as:*

- 1. Several neighborhood and community organization meetings, upon request*
- 2. The annual Mother/Son Luncheon*
- 3. An annual Career Day, featuring 24 career speakers from the Philadelphia area*
- 4. An annual Induction Ceremony for new students at The Kimmel Center*
- 5. Productions of plays and musicals in partnership with Girls High, including The Tempest*
- 6. A musical fundraiser for a student severely injured in an automobile accident*
- 7. An annual Staff Appreciation luncheon (organized and funded by parents)*
- 8. Annual Outward Bound experiences for students and staff*

*Parent participation in all events has been overwhelming. The ability to develop community within the school has allowed us to avoid most of the problems that are all too common with schools in the Southwestern section of Philadelphia.*

*Boys' Latin has instituted a "Safe Corridors" program that has eliminated the attacks on students by local thugs. The demerit system has reduced class disruptions and other conduct violations. We work in partnership with our local police district. The student-focused interventions have enabled us to concentrate on individual students' specific needs.*

*Boys' Latin of Philadelphia Charter School has developed a parent organization known as the **Extended Family Network**. The Extended Family Network's model confronts and tries to correct a systemic social problem, which is the breakdown of the family structure.*

*The Extended Family Network strengthens the family by developing a structure of “core” family members that provide support, values, and nurturing of the student. The “core” family members can be mothers, fathers, aunts, uncles, cousins or friends. The “core” family members will be positive role models and mentors and will be accountable to the school and students.*

*The Extended Family Network goals:*

- To bring families into a close trusting relationship where they can share in the care, nurture and support of their children's (short and long-term) academic, emotional, physical, social and spiritual growth*
- To provide opportunities for learning inside a functioning family model*
- To introduce and teach children, youth and families consistent values*
- Instill and rekindle a strong sense of value and purpose within the family as an integrated unit within communities*
- Teach mutual support and interdependency within/between the family unit(s)*
- Empower parents to influence the academic environment and key settings of the child's life*
- Create supportive communities*

*Boys’ Latin has been recognized in several local media outlets, including The Philadelphia Inquirer, The Philadelphia Tribune, The Daily News, Philadelphia Magazine (Best of Schools recognition), Philadelphia Magazine, Westside Weekly, Scoop USA, University City Review, and on KYW News 3 and the show Visions.*

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Boys’ Latin of Philadelphia Charter School solicits donations from government entities, businesses, foundations, and individual donors to support its academic and extra-curricular programs.

The following is a summary of the contributions received this year:

Government:	\$104,729.00
Businesses:	\$3,140.00
Foundations:	\$303,729.00
Individuals:	\$348,052.00
In-kind Donations (Estimated)	\$5,000.00
<b>Total:</b>	<b>\$764,650.00</b>

**For next year, Boys' Latin will continue to solicit funds from new sources, and will request additional donations from prior donors.**

## **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include; budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc. The Board received advice from the school's accountant regarding changes to the Form 990 requirements that may require revisions to policies. The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blueprint for financial decision making during the fiscal year.

The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

Boys' Latin of Philadelphia Charter School employs the services of Charter Choices, Inc. Charter Choices provides accounting services and interim financial reporting for the Board of Directors and CEO on a monthly basis. The Charter Choices accountant meets with the CEO regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

## **Accounting System**

The school currently uses QuickBooks accounting software which utilizes the PDE chart of accounts.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statement of Revenues, Expenditures & Fund Balances

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

Attached is our audit for the 2009-2010 school year. The audit for school year 2010-2011 has not been conducted yet. The audit will be conducted by Siegal and Drossner, PC.

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- Boys' Latin Audit 2009-2010

## **Citations and follow-up actions for any State Audit Report**

N/A

## **SECTION VII. FACILITY RESPONSIBILITIES**

### **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

Boys' Latin did not acquire additional facilities during the 2009-2010 school year. All buildings on the campus had been purchased in 2007.

Equipment purchased during the year include laptop and desktop computers, printers, electronic white boards, and audio/visual equipment. Since a new class of students was added, furniture and supplies were purchased to support the growing student and staff numbers.

### **Future Facility Plans and Other Capital Needs**

In 2007, Boys' Latin purchased four buildings housed on a three acre property formerly belonging to the Archdiocese of Philadelphia at 55<sup>th</sup> and Cedar Avenues in Southwest Philadelphia. Renovation on the former Catholic school building was complete in July of 2008, and is now home to Boys' Latin of Philadelphia Charter school students. The facility features spacious, well-equipped classrooms with natural light, a state-of-the-art library and media center, large group meeting and presentation space, modern science laboratories, a music room, a modern computer laboratory, and a large dining hall.

Plans for the additional buildings and open space on the property include a full-sized gymnasium, parking space, and a middle school building. Boys' Latin's leadership has formally requested an expansion of its charter from the School District of Philadelphia that would include more students and middle school grade levels. The district has promised a response to this request by August of 2010. The additional abandoned buildings on the property have been demolished and the ground leveled in preparation for the new facility.

Financial resources are needed to make the transformation of this former abandoned city block into a learning center complete. The school's Board and development staff has taken on a leadership role to make this vision a reality. Appeals have been made to the Commonwealth of Pennsylvania and to the federal E-rate program to provide funds to make the new building a state of the art, modern, technologically advanced learning facility.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

Boys' Latin of Philadelphia Charter School has complied with all health and safety requirements. The City of Philadelphia Department of Licenses and Inspection has issued a Certificate of Occupancy for the school building. Fire drills and other safety drills are conducted throughout the

year. Staff training regarding how to respond to emergency situations is a part of the school's comprehensive Emergency Management Plan which addresses various types of emergencies including inclement weather, community emergencies (e.g., gas leak, chemical spill, etc.), national/state emergency (e.g., September 11th), bomb threat, fire/explosion, and an intruder in the building. This plan was developed to familiarize staff and students with different situations that may occur and to provide guidelines for responding to a crisis situation. Such preparation and practice can minimize problems arising during a crisis. The major objectives of the plan are to save lives, give aid to victims, and protect property. As part of the Emergency Management Plan, building evacuation routes were identified and modified, resulting in a quicker and more effective evacuation of the school during fire drills.

All exterior doors are kept locked during the school day and visitors are received through the front door only. A buzzer system for the front door enables the security and administrative offices, which are located at the front of the school and have an unobstructed view of the door, to easily control entry to the building. Two way handheld receivers are used for communication purposes as necessary. Video cameras in common areas record images from various locations within and outside of the building.

Boys' Latin of Philadelphia Charter School has a full-time school nurse. Student health records are reviewed and every effort is made to keep them up-to-date. Written guidelines for administering medication to students are published in the Student/Parent Handbook. Emergency contact information is maintained for all students.

## **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment**

- Health Services Report

## **Current School Insurance Coverage Policies and Programs**

Health Insurance Coverage provided by the school includes the following:

Keystone Health Plan East Select

Keystone Health Plan East Point of Service

Personal Choice

Delta Dental

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Insurance Certificate

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

For the 2010-2011 school year, there were a total of 38 professional employees (as defined by the Pennsylvania Department of Education). Of that number, 34 employees were in certified position and 4 in non-certified positions. All 38 employees were with the school for the entire year. Lastly, of the 38 employees, 25 returned from the previous year.

Boys' Latin has experienced high turnover rates in our opening years. This pattern is attributed to our hiring practices. We work closely with Teach For America (TFA), and thus many of our teachers fulfill their 2-year commitment and move on to new professional endeavors. The employees who we retain communicate their satisfaction and pleasure with our school's mission aligns with their personal and professional goals and beliefs about education and community.

## Quality of Teaching and Other Staff - Attachment

- PDE-414 Form 2010-2011

## Student Enrollment

A total of 415 students completed the 2010-11 school year. Our retention rate for this school year is 89%. Some students left Boys' Latin because their families decided that the school was not a good fit for their child, others left because of the travel time to school.

### ENROLLMENT HISTORY 2010-2011

Grade	Number of Students Initially Enrolled	Number of Students Dropped	Number of Students Added	Number of Students Who Completed 2010-2011 Who Are Enrolled to Return in September
9	174	29	0	145
10	118	11	0	107
11	87	5	0	82
12	89	7	0	0

## Admissions Policies and Procedures

The Boys' Latin of Philadelphia Charter School's Admissions Policy states:

The Parents/Guardian of a prospective student must attend a Parent Information Session prior to the school year the student will enter his freshmen year. These sessions are held weekly during October through January and bi-weekly during February through April. After attending a Parent Information Session, all interested parents may complete a Notification of Interest form. An admissions representative will contact the parent to schedule an appointment for an enrollment interview. The prospective student will be interviewed and given an enrollment packet. The Parent/Guardian must complete the enrollment packet and submit with a copy of the following:

- Proof of age (i.e. birth certificate, baptismal certificate or passport)
- Social Security card

- Proof of residency (i.e. utility bill, vehicle registration, rental lease or mortgage statement)

There are currently no supporting documents selected for this section.

## **Transportation**

At this time, we do not have a transportation program. Students arrive by public transportation, with their parents, or are dropped off by carpool. Also, like all other charter schools in Philadelphia, students either buy subsidized bus tokens or the Philadelphia School District provides Septa Transpasses to students who live more than 1.5 miles from the school.

## **Food Service Program**

Boys' Latin of Philadelphia Charter School participates in the Free and Reduced Lunch Program.

## **Student Conduct**

Boys' Latin of Philadelphia Charter School students follow strictly enforced codes of behavior and dress (including a blazer and tie).

No student may engage in any conduct, or encourage any other person to engage in conduct that jeopardizes the health, safety, or welfare of any member of the school community or in any conduct that disrupts or undermines the basic educational mission of the school. Any student who acts in disorderly way or interrupts the educational process is subject to arrest for disorderly conduct and other disciplinary action. Any student who engages in a fight, or encourages others to fight, is subject to arrest and other disciplinary action for disorderly conduct, simple to aggravated assault including terrorist threats, etc.

Act 26 of 1995 (The Safe Schools Act): Act 26 creates a mandatory one-year expulsion for the possession of weapons on school property, including buses and school-sponsored events. It requires parents to provide a sworn statement upon registering their child in a school as to whether the child had previously been suspended or expelled from another school. Act 26 also requires schools to maintain records on acts of violence and weapon possession and to forward student discipline records when a student transfers to another school.

Act 29 of 1995 (Truancy): Act 29 provides for a \$300 fine and allows the court to impose parent education classes and community service sentences for parents of a truant child who do not show that they took responsible steps to ensure the child's school attendance. It provides that the parent and child must appear at a hearing before the district magistrate. Act 29 also provides a truant student may lose his driver's license for 90 days for a first offense, 6 months for a second offense.

Act 33 of 1995 (Delinquent vs. Criminal Acts): Act 33 provides that any person age 15 or old who commits a violent crime and either (a) committed the crime with deadly weapon or (b) as previously been adjudicated delinquent for a violent crime, will automatically be tried as an adult in the criminal justice system.

Act 93 of 1995 (Blood Alcohol Content of Minors): Act 93 creates a summary offense with a fine of \$100 for any person under the age of 21 who operates a motor vehicle with any alcohol in their blood stream. The new summary offense is in addition to the loss of driving privileges and other sanctions allowable under current drunk driving laws.

Furthermore, students and parents must sign an agreement that will signify their understanding of and commitment to the school codes, as well as to the guiding core values which follow:

**Curiosity (*Curiositas*)**

Asking questions is at the heart of learning. Students should pursue new knowledge and understandings as part of the learning process.

**Compassion (*Misericordia*)**

True learning can only occur in an environment that is nurturing and accepting of individual differences and experiences. We will celebrate uniqueness and will only employ language and actions that are grounded in respect. Each student is responsible for maintaining a welcoming environment for all.

**Perseverance (*Constantia*)**

We will operate under the assumption that it does not take special ability to learn but that it does often require hard work and persistence.

**Integrity (*Integritas*)**

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

**Courage (*Virtus*)**

Living by the four aforementioned values often requires the courage to live and lead by example and the courage to stand up for what is right when others are not. We will also take risks and view mistakes as learning opportunities.

These practice and policies are extended to include:

A. Search and Seizure: For the safety of the entire school community, the Boys' Latin of Philadelphia C.S. 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 in the person, or in their locker or belongings. In addition, students may be asked to empty pockets, etc. If a student is found in the possession of items that are illegal or prohibited, the student will be charged with the appropriate school offense, the Philadelphia Police Department may be notified; the student may be held for the police, and charges may be pressed. Any student who refuses to cooperate with school authorities is subject to expulsion from the Boys' Latin of Philadelphia C.S. Students may be randomly searched at the entrance with a metal detector wand.

B. Conduct of Friends and/or Family: A student may be held responsible for the conduct of friends or family who drop off the student in the morning or pick him up after school or hang around the building. Advise friends and family that loud

music, obscene or offensive language, and displays or threatening behavior may result in disciplinary action against the student.

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

We clearly state to students that our code of conduct applies in any of the following arenas:

- (a) On school grounds during the school day or immediately before or after school hours;
- (b) On school grounds at any other time when the school is being used by a school group;
- (c) On or off school grounds at any school activity, function or event;
- (d) Traveling to and from school, including actions on any school bus, van or public conveyance.
- (e) Away from school if resulting from school, including but not limited to fighting, personal and telephone or e-mail threats, harassment, or stalking;
- (f) On any school bus operated by the Boys' Latin of Philadelphia Charter School.

Students may receive a range of disciplinary interventions, including administrative conference (with or without parent), detention, suspension, community service, or expulsion. In all cases, students are given opportunities to present their perspective on the infraction. This discussion serves two purposes. First, it is an important step in providing students with due process as per PA Code Chapter 12. Additionally, it is an essential component to the restorative discipline that we believe equips students the ability to learn from their mistakes.

In all cases warranted a suspension or greater intervention, a parent is contacted. Any student suspended from school shall be given the opportunity for a Reinstatement

Meeting. A Reinstatement Meeting is an informal hearing at which the student and his parents can meet with school officials to discuss the circumstances surrounding the event for which the student is being held accountable; to prepare for the student's transition back to school; and to allow the student to present his written reinstatement letter which is to demonstrate his understanding and learning. The Reinstatement Meeting must be held within the first three (3) school days of the suspension. The student and his parents will be notified of the reason for the suspension, and given notice of the time and place of the Reinstatement Meeting.

In 2010-2011, 23 students were involved in 47 suspension incidents and 0 expulsions.

### **Student Conduct - Attachments**

- Boys' Latin Code of Conduct
- Safe Schools Report

### **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The Boys Latin of Philadelphia CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2010 - 2011 Annual Report for Pennsylvania Charter Schools

\_\_\_\_\_  
Date

Verify that all DATA reports to PDE are complete

YES \_\_\_\_\_ NO \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Boys Latin of Philadelphia CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:  
<http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

*Identify the charter school's Chief Executive Officer.*

**Name:** David Hardy   **Title:** Chief Executive Officer  
**Phone:** 215-387-5149   **Fax:** 215-387-5159  
**E-mail:** dhardy@boyslatin.org

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name:** R. Richard Williams   **Title:** Board President  
**Phone:** 215-387-5149   **Fax:** 215-387-5159  
**E-mail:** rrwilliams119@gmail.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Qwaye Bright   **Title:** Director of Special Education  
**Phone:** 215-387-5149   **Fax:** 215-387-5159  
**E-mail:** qbright@boyslatin.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature Page 2010-2011