

Washington Latin Public Charter School

FAMILY HANDBOOK



ACADEMIC YEAR 2016 - 2017

5200 2nd STREET NW
WASHINGTON, DC 20011

202-223-1111

TABLE OF CONTENTS

	Page
Letter from the Head of School	4
Mission Statement and Philosophy	5
History, Motto, and Non-Discrimination Statement	6
Board of Governors	7
Faculty and Staff	8
Parent Association	17
Parent-School Covenant	18
Academics	19
College Counseling	19
Graduation Requirements	20
School Hours	21
Extended Day Program for Middle School Students	21
Communication	22
Health	23
Breakfast & Lunch	24
Healthy Schools Act of 2010	24
Medication Distribution	25
Lice	25
Community Service	26
Transportation	27
Care of Equipment and Books	27
Attendance, Tardiness and Truancy	28
Code of Conduct	32
Assistant Principal and Advisory Program	33
Uniform and Dress Code	33
Technology Use and Expectations	36
Behavior Principles and Discipline	36
Major and Minor Infractions	39
Student Support Process	42
FERPA Notice	43
Glossary	44
Athletic Philosophy	45

LETTER FROM THE HEAD OF SCHOOL

August 2016

Dear Washington Latin families,

Washington Latin Public Charter School is an eight-year college preparatory school which provides students, from all backgrounds, in the nation's capital with a rich and comprehensive liberal arts program in the classical tradition. In an era of growing homogenization in education, we offer a truly unique experience.

Effective education not only cultivates the intellect and sparks the imagination, but also nurtures the spirit and trains the body. With this holistic approach, Latin graduates students with an ambition for lives that are both personally fulfilling and of service to others.

This Family Handbook has been developed for you as a resource enabling you to have access to basic information about the Washington Latin community, our values and goals, as well as the logistics of school life. We hope you will find it helpful and that, in conjunction with the school website (www.latinpcs.org) and the various electronic bulletins that we send to all families, it will answer most of your questions. You are welcome to call or email us for further clarification.

Thank you for your partnership.

Best wishes,
Peter Timothy Anderson
Head of School

Mission Statement and Philosophy

Washington Latin Public Charter School provides a **challenging, classical** education that is **accessible** to students throughout the District of Columbia.

These three words define our mission:

Challenging:

A **challenging** education is one that expects a great deal of students, both for their academic performance and for their personal and communal behavior. At Washington Latin, we aim to challenge our students to act in accordance with what is highest in them. We challenge them to do right when the wrong would be easier; we challenge them to think beyond their first thoughts and to reconsider their first drafts; we challenge them to have the courage to persevere when they have first failed, and we encourage them to seek out opinions that differ from their own. A challenging curriculum is not necessarily one that offers more nightly homework or a greater quantity of pages to be read; it is one that asks students to engage themselves in their own educational journeys and to be responsible for their chosen path.

Classical:

Like its model, the Boston Latin School, Washington Latin Public Charter School seeks to ground its students in a **classical** education for the modern world that will prepare them for their future studies and their roles as successful people and citizens in a democracy.

A classical education for the modern world emphasizes the reality that any curriculum grounded in the classical tradition must hold simultaneously to the timeless truths of the traditions of Greece and Rome and the timely pressures of life in the 21st century. **At Washington Latin, we stress three fundamental legacies of the classical tradition: education for citizenship in a democracy; the Latin language; and public oratory.** We strive to convey these legacies in an environment and culture that includes some of the best of contemporary life, a commitment to a diverse student body and a variety of pedagogies. We aim to use both the ancient methods of repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning.

At the heart of the classical tradition lies an inherent connection between the academic and the moral realms of education – for the ancients, to know the good is to do the good. At Washington Latin, we educate students to become responsible members of their present school community and their future public communities. We ask them to **engage** in difficult decisions, to **inform** themselves about possible options, to **act** on their decisions, and to **own** the consequences. **Engage, inform, act, own** – these are the watchwords of our community and the foundation of our education for productive citizenship.

Accessible:

Unlike our classical forebears, we believe that a challenging education is the province of all who are eager to learn and willing to work. We make our school campus accessible by offering bus service to students throughout the District; we make our curriculum accessible by differentiating our lessons so that students can proceed at their own pace within the guidelines of our plan for them; we make our classes accessible by requiring our teachers to give of their time outside of class to help students individually; we make our community accessible by insisting on standards of civil discourse and demeanor. At every turn, we aim to be accessible to those parents and students who want a life-changing education.

HISTORY

Washington Latin PCS opened in 2006 with 179 students in grades five through seven at Christ Church of Washington on Massachusetts Avenue, NW. We have added a grade each year and graduated our first senior class in June of 2012. We moved to the Decatur Campus at 4715 16th St. NW, and, in 2009, we opened our Upshur Campus at Saints Constantine and Helen Greek Orthodox Church, where our Middle School was located. In 2010, our Upper School expanded to include classrooms at Simpson-Hamline United Methodist Church at 4501 16th Street NW. In August of 2013, we moved into our permanent home at the site of the former Rudolph Elementary School, 5200 2nd Street NW.

As a charter school, we open our doors to all students who reside in Washington, D.C., and, in each year of the school's existence, we have had students from each of the city's eight wards.

MOTTO

Our official school motto is *Discite, Servaturi!* It means "Learn, those who are about to serve." We educate students for effective citizenship in the hope that they will play a positive, productive, and contributing role in their community as adults.

We have two other statements that have become unofficial mottos. *Sumus Leones* - We are lions. The lion is our school mascot.

Words Matter is something we say often at Latin. We want our students to use words correctly, confidently, and respectfully in both writing and speaking, so this motto works well for us on several levels. Our school has grown and matured as one where words matter, ideas matter, and people matter. We hope you will see this reflected in all we do throughout the school year.

Notice of Nondiscrimination

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

BOARD OF GOVERNORS

The Corporation

The School’s legal name is **The Corporation of the Washington Latin Public Charter School**. The School is a not-for-profit entity incorporated under the *District of Columbia Not-for-Profit Corporation Act*. WLPCS operates under a public charter granted by the DC Public Charter School Board.

The Board

The establishment of effective and accountable Board governance ensures that Latin is a mission-driven, viable and sustainable operating entity. The Corporation is composed of as many as (15) voting members – called “governors.” The School’s Board operates under bylaws and written policies that are available upon request. The Board of Governors is a local board that meets all the statutory requirements of the District of Columbia.

The Washington Latin Public Charter School Board of Governors 2016-17

<p>Mr. John Davis, President Managing Director, Evolent Health Jwd20011@gmail.com</p> <p>Ms. Alexandra Economou, Secretary aceconomou@yahoo.com</p> <p>Mr. Mark Cave Owner, Country Dogs LLC mark@country-dogs.com</p> <p>Ms. Christina Erland Culver President, CH Global Strategies, LLC christina@chglobalstrategies.com</p> <p>Ragini Dalal (PARENT) World Bank, Senior Strategy and Operations Officer rdalal@worldbank.org</p> <p>Mr. Russell (Rusty) Greiff (PARENT) Education Entrepreneur Senior Advisor, New Markets Venture Partners rustygreiff@gmail.com</p>	<p>Mr. Max Levasseur Senior Business Analyst Fannie Mae Mlevasseur@post.harvard.edu</p> <p>Ms. Ann Elizabeth Lovett (PARENT), Vice-President Grants Manager, Foundations Fauna & Flora International aelovett@verizon.net</p> <p>Mr. Patrick Mara Executive Director of the DC Republican Party 3221 11th St NW, Unit 200 Washington, DC 20010 pat.mara@gmail.com (202) 276-5859</p> <p>Ms. Talhia Tuck Rock Creek Pharmaceuticals Consultant for Communications and Investor Relations tuck@post.harvard.edu</p> <p>Ms. Amina Wilkins (PARENT) Senior Environmental Scientist US EPA Latinboard.wilkins@gmail.com</p>
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The 2016-17 Faculty and Staff of Washington Latin Public Charter School

To reach any member of the administrative staff or faculty, please follow the convention: First Initial

CHALLENGING – CLASSICAL - ACCESSIBLE

Lastname@LatinPCS.org (no spaces; capitalization optional). For example, the e-mail address of Diana Smith would be dsmith@latinpcs.org.

Name	Position	Teaching Subject (if applicable)	Bachelor's	Advanced
Afokpa, Clover	Teacher	Latin - 5	Reed College, Theatre Arts	University of Pennsylvania, Folklore and Folklife (PhD)
Alpert, Howard	Teacher	Science - Physics	Yale University, Architecture	University of Pennsylvania, Architecture; Ramapo State College of New Jersey, Educational Technology
Anderson, Peter	Head of School	History - 8	Haverford College, Sociology	London School of Economics, Sociology; New York University, Education
Baldwin, Sean	Teacher	Arts - 5/6 Theater	Northwestern University, Speech/Communications	None
Barroso, Elaina	Teacher	History - 9	Swarthmore College, History, Education and Social Studies	Harvard University, Human Development and Psychology
Benjamin, Ryan	Assistant Principal	Math - Calculus	University of Pennsylvania, Urban Studies and Spanish (magna cum laude)	American University, Curriculum and Instruction
Berment, Neil	Teacher	PE - 5/6	University of South Carolina, Aiken, Business Administration/Management	None
Berment, Nicole	Teacher	Science - 8	College of Charleston, Geology	Savannah State University, Marine Sciences
Bettencourt, Rich	Athletic Director	PE - 5/6	University of Vermont, Psychology	None
Birkenhead, Peter	Teacher	Arts - 7/8 Theater	None	Bennington College, Literature/ Creative Writing
Bloomfield, Joslyn	Teacher	English - 6	North Carolina Central University, English Literature	North Carolina Central University, English Literature
Brady, Kara	Grade Director	English - 9	Stonehill College, History	None
Breitman, Rachel	Teacher	English - 8	Swarthmore College, English Literature	The New York Institute of Technology; Columbia University, Instructional Technology; Journalism
Callum, Jamille	Dean		Johnson C. Smith University, Accounting	None
Chall, Joelle	Grade Director	Math - 7/8	University of Maryland, English	University of Maryland, Teaching
Clausen, William	Teacher	Latin - 7-12	Cornell University, Classics	Oxford University, Classics

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Coleman, Caroline	Student Support		University of Maryland - University College, Graphic Communication	None
Coleman, Christopher	Dean		Virginia State University, Education and Sports Management	Virginia State University, Counseling Education
Collins, Elizabeth	Teacher	English, Math - 9-12	Georgetown University, English Classics	American University, Education
Coppola-Klein, Erin	Teacher	History - 8th	Wellesley College, Sociology	North Carolina State University, Teaching, Social Studies
Cromwell, Kate	Development		Carleton College, Spanish	University of California, Management
Davis, Michael	Teacher	Math - 9-12	Ohio Wesleyan University, Mathematics	Catholic University, Educational Administration
Day, Nathan	Teacher	English - 10-12	Williams College, Religion	University of Chicago, Religious Studies
Dobler, Teresa	Teacher	Science - 6	State University of New York - Geneseo, Childhood and Special Education	None
Dorsey, Ebony	Teacher	Latin - 6	Howard University, English and Latin	None
Edmundson, Albert	Receptionist/Dean		None	None
Edwards, Brandon	Dean		None	None
Eggleston, Rachel	Teacher	Science - Chemistry, Biology	Dartmouth University, Neuroscience	Brown University, Urban Education Policy
Eleby-EI, Bob	Assistant Principal	History - 12	Livingstone College, Sports Management	Southeastern University, Management
Eleby-EI, Crystal	Admissions		University of Wisconsin, Political Science	None
Emrys, River	Teacher	Latin - 9-12	Cornell University, Classics	None
Figuroa, Elias	Facilities		National University of Education Enrique Guzman y Valle, Agriculture and Livestock	None
Fleming, Martita	Operations		Williams College, History and English	None
Folawiyo, Fatima	Aide		Prince George's Community College, Associates in General Studies	None
Foster, Hope	Social Worker		Bucknell University, Sociology	None
Grant, Anna Laura	Teacher	English - Intensive Writing	James Madison University, Justice Studies and Italian	University of Alcala, Instituto Franklin Teach and Learn Program; Valencia International University, Bilingual and Multicultural Education; Secondary Education-

CHALLENGING – CLASSICAL - ACCESSIBLE

				specialty in teaching English
Green, Joe	Teacher	English - 7	American University, Broadcast Journalism	None
Grey, Headley	Driver		None	None
Hagerty, Tom	Teacher	History - 11	Havard University, English	University of South Carolina, JD
Hamd, Joseph	Teacher	Modern Language - Arabic	St. Johns College, Liberal Arts	None
Hamd, Joyce	Teacher	English, History - 9-10	Nicholls State University, Humanities	None
Hamm, Sereena	Librarian		American University, Literature	University of Maryland, School Library Media Certification
Haywood, Cheryl	Teacher	English - 8	Wellesley College, Economics and Spanish Literature	Harvard University, JD
Hinton, Melissa	Counselor		University of Scranton, Occupational Therapy	Hunter College, Social Work
Hotchkiss, Brian	Teacher	SPED	Ithaca College, Nonfiction Writing and Sociology	Bingham University, MAT (summa cum laude)
Hultgren, Carl	Teacher	English - 10	The University of Maryland, College Park, English Language & Literature	None
Izurieta, Geovanna	Finance		Catholic University of Guayaquil, Business	Catholic University of Guayaquil, Economics
Jackson, Quincey	Teacher	Science - Physics	Fisk University, Physics and Art	
Jesseman, Anna	Teacher	SPED	University of California Berkeley, International and Area Studies	Pace University, Childhood Education; Columbia University, International Social Welfare
Jost, Geneva	Teacher	Science - Biology	University of North Carolina - Chapel Hill, Biology	None
Kolb, Dena	Community Service	Arts - Theater	Catholic University of America, Musical Theatre	None
Kolb, Patricia	Teacher	Math - 7/8	University of Cincinnati, History	University of Cincinnati, Educational Planning
Lafleche, Adam	Teacher	Latin - 7-9	The George Washington University, Classical Studies, French Literature	None
Lambert, Karen	Teacher	Modern Language - French	University of California, Berkeley, History	Stanford University, History and Education
Larios, Jessica	Receptionist		None	None
Latham, Crys	College Counseling	Elective - Financial Literacy	Mount Holyoke College, African American Studies	None
Lee-Bey, Brittany	Teacher	SPED	College of William and Mary, Government	George Washington University, Teaching

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Lee, Janna	Teacher	Math - 7-12	College of Education and Human Development, Texas A&M University, Kinesiology	None
Leonard, Samuel	Teacher	History - 10-12	East Central University, English	University of Tulsa, English
Locke, Camille	Aide		University of the District of Columbia, Physical Education	George Washington University, Physical Science
Lyon, Carl	IT Director	Science - Astronomy	Virginia Tech, French	Middlebury College, French
Martin, Corey	Teacher	Latin - 9-12	Nyack College, Biblical and Theological Studies	None
McDaniel, Stephanie	Psychologist		Eastern Kentucky University, Psychology	University of Massachusetts - Boston, School Psychology
Mewafy, Mohamed	Security		None	None
Minera, Neelam	Teacher	Math - 5/6	University of Maryland, Elementary Education	None
Mujal, Adele	Teacher	English - 5	University of Maryland, College Park, Business Administration	Georgetown University; Trinity University, Government: Comparative Politics/ Western Europe; Teaching: Secondary Social Studies
Nevola, Melissa	Teacher	Arts - Music	Denison University, Biology	None
Nunn, Carenda	Registrar		None	None
O'Brien, Thomas	Teacher	SPED	Catholic University, Politics	George Washington University, SPED
Olney, Marjorie	Teacher	Science - 7	College of William and Mary, Neuroscience	None
Peale, Lacy	Director of Academics	English - 5-7	Dickinson College, English and American Studies	Boston University, Literacy, Language, and Cultural Studies; University of Virginia, English Education (PhD)
Pike, Kathryn	Grade Director	Math - 5	College of William and Mary, English (magna cum laude)	None
Ponds, Katherine	Teacher	Latin - 8	Amherst College, Black Studies and Classics	None
Porcelli, Alexander	Teacher	Modern Language - Arabic	Georgetown University, Arabic (magna cum laude)	None
Rapoport, Rebecca	Teacher	Math - Geometry	Dickinson College, International Studies	American University, Curriculum and Instruction
Raskin, Emily	Teacher	Math - 9-12	Goucher College, Women's Studies	Trinity University, Special Education
Richardson, Christopher	Teacher	Math - 11-12	Harvard College, Social Relations	George Washington University, JD
Richardson, Kerry	College Counseling		Rutgers University, Spanish and German	George Washington University, Education

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Rivera, Ana	Food Service			
Roberts, Khashiffa	Director of Student Support		Howard University, Print/ Online Journalism	University of the District of Columbia, Special Education
Seid, Laurel	Teacher	English - 11-12	University of Notre Dame, Accounting	Georgetown University, Children's Literature
Senty, Sarah	Teacher	History - 5	University of Virginia, Philosophy	Lesley University, Elementary Education
Skoblar, Jeffery	Teacher	Science - 5	Argosy University, Psychology	University of Illinois, Chicago, Elementary Education
Smith, Diana	Principal	English - 12	Princeton University, Classics (summa cum laude)	University of Virginia, English Literature (PhD)
Spittler, Michele	Teacher	Modern Language - French	University of Besancon and Caen, France, Philosophy	None
Staten, Lawrence	Teacher	History - 6	Vanderbilt University, Political Science	Vanderbilt University, Political Science
Stephens, Kristin	Teacher	Arts - Art 7-12	Furman University, Art/ Art Education	University of South Carolina, Art Education
Stiff, John	Teacher	Math - 9-12	University of Chicago, Dual concentration: International Studies, Slavic Languages and Literatures	National Louis University, Teaching- Mathematics and Reading; Endorsement in Special Education
Stouder, Christina	Teacher	Modern Language - Chinese	Indiana University, East Asian Language and Cultures	Indiana University, Second Language Studies and TESOL
Tai, Luhua	Teacher	Modern Language - Chinese	Liaoning Province Educational Institute, English Education	University of Maryland, TESOL
Torrence, Rickey	Teacher	Science - Physics	Hampton University, Physics	Morgan State University, Teaching- Mathematics and Reading; Endorsement in Special Education
Tucker, Sean	Teacher, AfterSchool	Science - Chemistry	University of Rhode Island, Psychology	University of Pennsylvania, Education
Vanterpool, Jason	Grade Director	English - 9	University of Delaware, English	None
Werstein, Jack	Counselor		George Mason University, Psychosocial Communication	Trinity Washington University, Clinical Mental Health Counseling
Whitfield, Sandra	Teacher	SPED	Georgetown University, American Government	George Washington University, Education and Human Development
Wills, Reginald	Teacher	History - 7	The Catholic University of America, Philosophy	The Catholic University of America and George Washington University, Sociology

CHALLENGING – CLASSICAL - ACCESSIBLE

Yonker, Thomas	Teacher	Latin - 9-12	Truman State University, German	University of Virginia, German
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PARENT ASSOCIATION

The Parent Association is an active community of Latin parents, a way to get involved in the school, and to meet other parents. As the Latin parents' voice, the Parent Association goals are promoting communication, enhancing the educational experience of our children, and strengthening the school community. All Latin parents and guardians are automatically members of the Parent Association.

Please check regularly the Parent Association portion of the Washington Latin homepage for updates from Grade Representatives; volunteer opportunities; Frequently Asked Questions about Latin; and blog postings. Access it here: <http://latinpcs.org/current-families/parent-association/>; from the PA page of the Latin web site, click on the Current Students tab.

There will be six parent association meetings during the school year. They are a chance to connect with other parents, learn what the PA has been doing, and to hear guest speakers such as Dr. Diana Smith - who will give her well-regarded seminar on study skills. Additional speakers (to be invited) will address two issues you are concerned about: kids and drugs/alcohol and talking to your kids about sexuality.

PARENT-SCHOOL COVENANT

Working in partnership with parents is important to us and in our view best serves our students. The covenant that follows describes our goals for this working relationship.

Parent-School Covenant, 2016-17

The Parent School Covenant is founded on the belief that parents and school must establish and maintain a partnership in all aspects of school life, but most especially in the education of the students. This Covenant is designed to strengthen the relationship between parents and the school as well as between parents and their children.

What parents can expect from the School:

1. Parents can expect that the school will strive to maintain a safe, secure and welcoming environment for their children and that it will react vigorously to any rumors or report of danger or threats of danger.
2. Parents can expect regular communications about their children from the school: term reports, interim reports, written teacher and advisor comments at the end of grading periods, other “early warning” messages, including voice mails and/or e-mails.
3. Parents can expect a regularly scheduled conference with faculty and, when warranted, other special conferences and meetings. Parents can expect assessments of their children, thoughtfully and carefully presented in writing and in person.
4. Parents can expect to be informed immediately if there is a serious disciplinary infraction involving their children.
5. Parents can expect timely notification if a child is encountering academic difficulties and parents will be kept informed of follow-up plans, actions, and strategies.
6. Parents can expect that the school will model civility in all its student/parent contacts.

What the School can expect from parents:

1. The school can expect that parents will support, encourage and help order the lives of their children.
2. The school can expect that parents will model civility and integrity for their children; that parents will listen to, supervise, and hold their children accountable with consequences for inappropriate behavior.
3. The school can expect that parents will support and endorse the philosophy and mission of our school as well as the rules and expectations for behavior, that they will attend school events and activities, including parent conferences; and that parents will support and take part in the activities and work of the Parent Association.
4. The school can expect parents to register dissatisfaction and complaints in a responsible and fair way; to understand the structure of operations and management at the school; to understand and use proper channels for communication; to give everyone the benefit of the doubt before judgment; and to seek a collaborative solution to problems.
5. The school can expect that parents and students will model civility in all contact with the school.
6. The school can expect parents to read communications sent to them by the school.

ACADEMICS

WLPCS uses an academic quarter system. Students in grades 7-12 take cumulative exams at the end of each academic year in their year-long courses.

A full description of the academic program can be found in the **Curriculum Guide and Academic Handbook**.

COLLEGE COUNSELING

The college counseling process focuses upon each student's particular needs, goals, and abilities. The school encourages every student to discover the best match between his or her own background and the offerings of specific colleges. Some students will choose an Ivy League school or similarly competitive institution. Others may gravitate toward a much smaller, more intimate or specialized college or learning environment.

College counseling is personalized at Washington Latin. The school recognizes the vast diversity amongst its students and families and its obligation to give individual guidance. Because the first day of high school is the day a student becomes a college applicant, the college counseling staff will serve its students and their families early on as they unofficially embark upon their college search process. College planning, however, does not begin the first day of high school. It begins even much earlier as students discover how they best learn, build a foundation for a strong work ethic, and determine where their talents lay, what their weaknesses are, and how to continue improving themselves in these areas. Taking this into consideration, programming (PSATs, college tours, writing exercises, college questionnaires, college and financial aid nights, etc.) and resources such as Naviance exist for all four class years to prepare them for the road ahead at Latin and the world beyond. The Director of College Counseling maintains an unbiased regard for a broad spectrum of colleges as she evaluates their appropriateness for the individual student in terms of size, type, affiliation, ability to challenge, reputation, and selectivity.

Graduation Requirements

The following course requirements represent the minimum number of courses an Upper School student must successfully complete before graduating from high school. Some courses in the Middle School can count towards these requirements. Only the Head of School can make exceptions to these requirements. The number in parentheses following the requirements represents the Carnegie Units earned.

All students carry a minimum of five academic courses each semester unless specific permission to carry fewer is granted by the Principal. A significant number of our students elect to carry six courses, and some students choose to carry seven courses.

English (4.0)	Must include an English course in <i>each</i> of the four years;
Mathematics (4.0)	Must include Algebra I, Geometry, and Algebra II;
History (4.0)	Must include World History I (1.0), World History II (1.0), U.S History (1.0), US Government (0.5), and DC History (0.5);
Science (4.0)	Must include Conceptual Physics, Chemistry and Biology, with preference for the order described above;
Latin (3.0)	through the third level of Latin; must include Latin I, II, and III. WLPCS Latin requirement satisfies the (2.0) Carnegie Units in World Languages required for DCPS
French/Chinese/Arabic (2.0)	two credits of the same modern language; must include French I, II, Chinese I, II or Arabic I or II. (a language waiver is possible under certain circumstances)
Visual Art (0.5)	must include a semester of visual arts
Music (0.5)	must include a semester of music
Physical Education/Athletics (1.0)	must successfully complete four trimesters or seasons of physical activity over four years of high school
Health (0.5)	must include a semester of instruction in health
Academic Electives (3.5)	e.g.: Diseases, Astronomy, Robotics, Media & Citizenship
Community Service	must successfully complete 100 hours of community service
Financial Literacy (0.25)	Must successfully complete one semester

Total Number of Credits need to graduate: 27.25

Students who are considering graduating early must discuss the issue with the Principal by the end of the sophomore year. The school reserves the right to decide if a student can graduate early, but only those students who have voiced their wish by the end of their sophomore year will be considered possible candidates for early graduation. Students who graduate early must fulfill all graduation requirements. Students may not substitute a course from another institution for a graduation requirement unless, under exceptional circumstances, they have the permission of the Principal.

Transcript and Records Requests

Parents have a right to see the contents of their child’s school file. In the Upper School, we prepare transcripts, the record of the student’s progress toward graduation, annually. Requests for transcripts should be made directly to the Registrar of the Upper School. All other requests for records should be directed to the respective Grade Director. Requests for records must be made at least one day in advance and in writing via email or letter.

SCHOOL HOURS

School begins at 8:10 and dismisses at 3:15 for grades 5-7 and 3:20 for grades 8-12. There is a tutorial period until 3:45 during which time all full-time teachers will be meeting one-on-one with students. Students are required to stay for this period if they have been asked to do so by one or more of their teachers. Students who attend tutorial and use Latin-chartered transportation may ask to be dismissed at 3:40 so they can catch the “early” bus.

Students may not stay late in tutorial (beyond 3:45) without express permission from teachers. Students with such permission must remain in a designated area supervised by an adult (such as the front office) from the time they finish with their teacher until they exit the building via the late bus or other transportation. Students who exit the building will not be allowed to re-enter unless accompanied by a coach or teacher

Under no circumstances may children be left unsupervised at the school after the end of the school day. If a student is routinely on campus after 3:20 and not involved in a school-sponsored activity, or is routinely loitering on campus after the completion of a school-sponsored after-school activity, parents will receive first a call and then a letter from the school giving them one week to make reliable arrangements for after-school care for their children. If after two warnings no arrangements have been made and children are still on campus unattended after school, we will request instructions from a parent or guardian as to where to direct your child (e.g. send them to a municipal bus or the Metro, etc.) when we close the school. If the child continues to be on campus after school unsupervised, the child will be considered to be participating in the after school program and families will be billed accordingly.

Extended Day Program (Middle School Students)

Washington Latin offers an after school program for students in grades 5-8. This program runs from 3:15 p.m. until 6:00 p.m. four days a week during the regular school year. Please note that any students remaining on campus after 3:15 must be enrolled in the extended day program or involved in a school-sponsored after-school activity (such as tutorial, a sports team, library study, etc.).

COMMUNICATION

Effective communication between school and home is important to the success of a student's educational experience. We encourage parents to ask questions immediately to resolve concerns and to fully understand the policies or judgments of the school. If you have a question, it is important to understand the channels of communication.

While email should work well for the majority of your questions, we strongly feel difficult conversations are best had in person with the person most directly involved. In these instances, start with the teacher, advisor, or coach directly and in a timely fashion. To connect with a teacher, coach or advisor, you should email or phone to set up an appointment. If your problem persists, please contact the Grade Director for your child's grade level, and then, if there is still an issue, the Principal. A written request to the Head of School for a review of the matter may be made if the previous steps do not resolve the issue. The Board President should be approached only in extreme situations and not as an appeals court.

We work hard to provide parents and students with the information they need and push a great quantity of information to parents. In order to be sure that this information reaches you, especially in the case of an emergency, we need accurate contact information. **Please inform us if your contact information changes during the year.**

All families should be familiar with our communication tools. We work hard to provide information that is timely and relevant. While we use a variety of formats, we heavily use virtual versus print communication. Between our website and PowerSchool, the on-line grade database, you should be able to find the information you need - from everything about your child's individual progress to general information about the school or upcoming school events. Please be connected to the following sources of school communication:

Website: The School website is one of our primary modes of communication. We post a great deal of information on our website, www.latinpcs.org, and we strongly encourage you to familiarize yourself with it. We make improvements and additions to the site daily. Please make every effort to use our website to its fullest capacity. The calendar can be synced with a variety of calendaring protocols.

While the majority of the website is open to the world, certain parts of the website are password protected. Parents need to establish their own accounts in order to have access-protected information, such as family directories. We do not issue the passwords and usernames. We want to draw your attention to the "Legenda" (Latin for "things to be read") tab where you will find all of our weekly e-newsletters.

Legenda: On Friday afternoons, parents will receive an email letter from the Head of School. The *Legenda* calls attention to recently posted news stories as well as upcoming calendar events.

Principal/Grade Director Newsletters: Throughout the year, and often monthly, either the Principal or the Grade Director will email families with information germane to a specific grade level or division within the school. If you would like to share information with parents of an entire grade level, you should be in touch with one of the four grade directors.

PowerSchool: Our robust on-line database provides a wealth of information about your child's individual academic progress. We give access to parents and students by assigning usernames and passwords which can (and should) be changed after the first visit to the site. In addition to retrieving information about grades, parents and students should read the Daily Bulletin, which gives information about daily events in the school.

School Messenger: In the case of time-sensitive information, we use School Messenger, a system that enables us to email and call all parents almost simultaneously. We make every effort to use this system judiciously.

Email: Parents may email teachers and administrators directly. All school staff will make every effort to respond within 24 hours. Obviously the first priority of teachers during the day is to their students and their scheduled responsibilities, but faculty members and administrators are expected to return emails in a timely fashion. All students, faculty and staff have Latin emails. Some of the Latin emails are restricted to sending and receiving emails within the Latin network. We encourage all students to correspond with their teachers using their Latin emails.

Phone: We have a central phone number ([202-223-1111](tel:202-223-1111)) that is staffed from 7:40 am to 4:40 pm. All faculty members have their own extensions, and a number of administrators also have direct lines. If you are looking for your child during the day, you should call the main number or the extension of your child's Grade Director. If you wish to speak to a teacher, you should call the extension of your child's teacher and leave a message on his/her voicemail. We leave it to the discretion of individual faculty members as to whether or not families can have access to their personal phone numbers. If a faculty member would prefer the number to remain private, please respect that.

Report Cards: The School provides on-line access to a report card approximately two weeks after the end of each academic quarter. In the middle of the quarters, the School provides reports (interim reports) to the families of those students experiencing academic difficulty. Between the end of the quarter and the posting date, we close PowerSchool access for the historic quarter grades under review and waiting to be published. Please do not panic if you cannot gain access to PowerSchool in these periods.

HEALTH

Counseling/Mental Health Services

Washington Latin recognizes that in order for students to learn optimally, their emotional needs must be supported within the learning environment. Mental health counseling services are available to all Washington Latin students. The role of the school mental health counselor is to support each student's emotional well-being, act as a resource for parents, and collaborate with school staff in order best to advocate for students. Topics that counseling can address are, but not limited to: interpersonal relationships, social-emotional skills, behavior, academic motivation, mental illness (e.g., depression or anxiety), crisis prevention and response, and substance abuse.

Counseling services may be delivered through individual sessions, small group sessions or family meetings. There are multiple avenues through which students are referred for services, including: self-referral by a student; parent referral; teacher or administrator recommendation for counseling, and outside professional referrals. The frequency of meetings with the counselor is determined on an individual basis, and counselors strive to interfere minimally with the student's academic schedule. In the event that a student should require a higher level of professional mental health care, the school counselor(s) will provide caregivers with recommendations for services outside of school. School counselors do not diagnose, and they may suggest further evaluation outside of school when indicated. For any questions regarding in-school mental health counseling, please contact the Director of Mental Health or Principal for more information.

Gum and candy

We feel strongly that gum and candy are not only problematic for the distraction they create in the learning environment but also for the negative impact on our students' health. For these two reasons, we do not allow gum and candy at school.

Breakfast/Lunch

Washington Latin Public Charter School serves breakfast to any interested students free of charge every morning school is in session. We also provide hot lunches for \$3.75 per day through our food service vendor, Revolution Foods. Lunch is available only when school is in session. Free and reduced price lunches are available to qualified families. Application guidelines and forms to qualify for free and reduced meals are available from Martita Fleming, Director of Operations, at m Fleming@latinpcs.org. Students may choose to bring their lunch to school rather than purchase the school lunch.

Childhood obesity remains a serious concern, and, as a public charter school, we **must** follow the guidelines set forth in the Healthy Schools Act of 2010. **Parents who provide food for students during the school day, even in celebration of a birthday or for a bake sale, must also follow these guidelines.** Since it would be virtually impossible for the school to monitor this, we need to rely on your support to ensure that food provided by parents meets the guidelines set forth in the Healthy Schools Act. We will seek ways to raise money other than bake sales. We also encourage parents who pack lunch for their child to follow these guidelines. We thank you in advance for your attention to this!

Healthy Schools Act of 2010 guidelines: Martita, any updates?

1-Healthy Foods and Beverages sold individually in vending machines, snacks and fundraisers should be:

*Fruit based drinks that contain 100% fruit juice and no additional caloric sweeteners

*Water or seltzer water; and

*Low-fat or fat-free milk

*Snacks and sweets or side dishes sold/served **outside of the federal meal program** must meet these standards:

Total Fat: <35% total calories from fat

Saturated fat and trans fat: <10% total calories from saturated fat

Sugar: <35% weight from sugars, excluding sugars occurring naturally

Sodium: <230 mg/serving (snacks): <480 mg (pastas, meats, & soups); <600 mg (pizza, sandwiches and mains)

Limited portion sizes for snack items, desserts, and beverages sold individually.

2-Sec.b206(e) of the Healthy Schools Act

Schools shall not permit third parties to sell foods or beverages on school property 90 minutes before the school day begins until 90 minutes after the school day ends;

Schools shall promote foods and beverages that meet nutrition standards for meals and items sold individually

3-Food Marketing in Schools-Celebrations

Schools should limit celebrations that involve food to no more than **one party per class per month.**

Each party should include **<1 item that does not meet nutrition standards.**

Medication Distribution

Washington Latin has a nurse on staff provided through Children’s Hospital Children’s School Services. The nurses are available to respond to both minor injuries and more complex or chronic situations (with a clinician’s authorization and parental consent). Our school nurses are trained professionals with a special interest in serving school populations and can be a valuable resource to families on a variety of health-related topics. Nurses Tammy Brown and Marie Sejour are available by phone through the main office at 202-223-1111 or directly at 202-909-2205.

If a student must take prescribed medication, please note that there is a very specific protocol for medication administration in a school setting, and Washington Latin adheres to the regulations set forth by Children’s and the Department of Health. Specific documentation authorizing the school to administer the medicine is also required, and the nurse can provide those forms and additional information. Unless otherwise specified, all medication to be taken during school hours must remain in the Health Suite, along with frequency and dosage instructions provided by the student’s clinician. It is the parent’s responsibility to notify the school immediately if the child has any allergies or medical problems of a continuing nature. In addition, the parent must notify the school of potential side effects of all prescribed medications or any changes in medication administration. Students should not bring or take medication at school without appropriate medical orders or without the knowledge of the school nurse.

Head Lice

Head lice continues to be one of the most prevalent communicable childhood diseases, and outbreaks are possible whenever and wherever children gather. Screen your child regularly and notify us immediately if head lice or their nits (lice eggs) are detected. (We welcome the opportunity to teach those of you who do not know how to check your child for head lice).

Washington Latin follows the requirements of the Department of Health, which state that “a student diagnosed with head lice may remain in class that day, however parents should commence treatment at the end of the school day. The child may return upon submitting to the school nurse a parent or guardian’s note attesting that the student is undergoing treatment. A student with only nits shall not be excluded from school, however the school nurse, Principal, or designee shall send a note to the parents or guardians advising them to monitor the child for infestation.”

The DC Department of Health website covers head lice as well as other common communicable diseases, such as pink eye (conjunctivitis) and strep throat.

COMMUNITY SERVICE

Community service plays an integral role in the Washington Latin experience. We, like all other District of Columbia Public and Charter Schools, require one hundred (100) hours of service for high school graduation. **Put Carenda's information here for contact?**

Within the 100 hours, we encourage students to both sustain a long-term relationship with a service organization while diversifying their service experience. The goal is to encourage a view that service should be an integral part of life, in keeping with our motto. Students can begin accumulating service hours toward graduation after the last day of school for eighth graders.

Mandatory: All Students should complete at least 25 hours of community service a year toward their graduation requirement.

TRANSPORTATION

The School is committed to making a Washington Latin education accessible to students throughout the District of Columbia and therefore arranges for bus service from Capitol Hill, Glover Park, Tenleytown, and Anacostia. In the afternoon there is bus service at dismissal time (around 3:40) and again after sports and other activities (at 4:45). Parents pay for this service to help defray the cost. Details about cost and times are available from Martita Fleming, Director of Operations, at mfleming@latinpcs.org.

The buses provided by WLPCS are considered an extension of the school. While riding the bus, students are expected to behave in the same manner as in the classroom, building and grounds. The ability to ride the school bus is a privilege, not a right, and may be rescinded at any time. The bus driver and bus monitor are responsible for the safety and welfare of students on the bus, and students should adhere to their instructions at all times. The driver and/or bus monitor will report any infractions of the rules below to the Assistant Principals who will follow up on the issue and take appropriate action. A meeting with a parent and one of the Deans of Students may be required before the student will be allowed to ride the bus again. A second offense will mean that the student may no longer ride the bus. There will no longer be a warning given for misbehavior, nor will there be an appeal process if the bus staff recommends suspension. Please note that not meeting the School's expectations may lead to the student being removed from the bus for the remainder of that season with forfeit of payment.

The driver, the monitor, and the School have the expectation that students will adhere to the bus rules:

- 1) Students will remain seated at all times and may not move from their seats until the bus has come to a complete stop.
- 2) Students' actions should not cause the driver to be distracted while the bus is moving.
- 3) Students may talk quietly with a neighbor but not talk in an overly loud voice, scream, or yell.
- 4) There is to be no profanity, vulgar language or gestures.
- 5) Students should confine their activity inside the bus. All body parts (head, arms, long hair, etc.) must be kept inside the bus. Students should refrain from gesturing, talking, or in any way interacting with pedestrians or drivers of other vehicles.
- 6) Students should maintain the cleanliness and condition of the bus by not writing on any part of the bus, ripping or tearing seat covers, throwing anything, or leaving litter on the bus.
- 7) There is to be no threatening or sexual harassment of others.

- 8) There is to be no throwing of anything within the bus or out of the window of the bus.
- 9) There is to be no wrestling, spitting, fighting, pushing, and/or shoving.
- 10) There is no holding of seats for other students; students should take the window seats if available to allow efficient loading of the bus from the center aisle.

CARE OF EQUIPMENT AND BOOKS

Regular use of school equipment, materials, and books will result in normal wear. Students and parents will be held financially responsible for school furniture, equipment (including computers and associated materials) and other school property such as books and desks that are deliberately or carelessly defaced, marred, or damaged. Books, workbooks, furniture, or equipment that are lost, damaged, or destroyed must be paid for and reimbursement received before the end of the school year. Students will be charged for library books and/or textbooks that are not returned by the end of the academic year.

ATTENDANCE, TARDINESS, and TRUANCY

Attendance

Consistent attendance in school plays a vital role in every student's academic success and contribution to the WLPCS Community. We believe that attending class every day focuses students on the task of learning and promotes engagement with the community.

We take attendance in homeroom/Advisory and in each academic class. Tracking the whereabouts of each and every one of our students presents an important safety issue. Please make sure that the School has accurate contact information, so that we can reach you if necessary.

If a student fails to attend school, he/she will be marked absent for that day. Missing four (4) hours or more of a school day (as documented by the main office) will count as a day of absence and exclude the student from participation in extracurricular activities (e.g. school sports, dances, etc.). Field Trips and class trips are considered an extension of the classroom curriculum, and students who do not attend such events will be counted as absent.

Excused Absences

- Personal or serious illness in immediate family (**Parent/Guardian must provide note**)
- Bereavement of immediate family member (**Parent/Guardian must provide a note**)
- Verified doctor appointments (**On doctor's letterhead or stationery**)
- Religious holidays (**please notify school in advance**)
- School sponsored trips
- College Visits (**please notify school in advance**)

Unexcused Absences

If you **do not** communicate with the school about your child's absence, or if the child is not absent for a valid reason as outlined above, the child's record will show an unexcused absence for that day. You will be required to follow the truancy policy guidelines for unexcused absences, if your child has more than five (5) unexcused/unverified absences. Unexcused absences can result in truancy referrals, a call to CPS, court referrals, and failing grades.

Reporting an Absence

CHALLENGING – CLASSICAL - ACCESSIBLE

Parents or guardians are responsible for calling the school within 45 minutes of the start of the school day when their child will be absent. Failure to call within the allotted time will result in contact from the school to determine the child's whereabouts. If a student is missing from school without explanation, this may result in an unexcused absence. An accumulation of unexcused absences leads to truancy proceedings.

If a student misses school due to a contagious disease (e.g. chicken pox) or other extended illness of three (3) consecutive days or more, a written notice from a physician must clear the student to return to school. **A student missing more than 30 days of class work may jeopardize promotion to the next grade.**

Tardy and Truancy Policy 2016-17

To value every moment of the school day at Washington Latin, it is essential that students arrive on time. Tardiness negatively affects student performance, and it also disrupts the learning environment for others.

Unexcused School Tardy: If a student is in his or her Advisory no later than 8:10 am (on a regular school day), the student will be marked present. If a student arrives in Advisory between 8:11 am and 8:20 am (8:30 am for Middle School), the student will be marked tardy for the school day. After Advisory is over, the first period of the day begins, and if a student enters the building between 8:21 am (8:31 am for Middle School) and 8:45 am, the student will be marked tardy to school by school staff. The staff will send the student to class with a time-stamped, unexcused tardy pass. After the fifth instance of a tardy to school, the student will receive detention, and the student's parent/guardian will be required to meet with a school administrator within five school days.

Unexcused Absence due to tardiness: If a student arrives at 8:46 am or later, the student will not be permitted to enter the building unless one of three situations occurs: 1) the student is accompanied by a parent/guardian with written notice of a valid excuse (see below) and speaks with the Attendance Counselor; 2) the student's parent/guardian contacts the Attendance Counselor via phone; or 3) the student's parent/guardian contacts the Attendance Counselor via e-mail. The student will be marked with an unexcused absence for the entire day if the excuse is deemed not valid, which is at the discretion of Washington Latin. After one unexcused arrival after 8:45 am, the student's parent/guardian will be required to meet with a school administrator within five school days. In continued cases of unexcused absences due to tardiness, the school reserves the right to take disciplinary action.

Class Tardy: If a student is late to any individual class without an excuse for a period of the day other than the first, the student will receive a tardy for that period. After accumulating five class tardies in a given week, the student will receive a detention. If the student is in high school, the fourth unexcused tardy to a given class in a semester will result in an automatic 5-point deduction in the quarter final grade.

Truancy: Truancy is defined by the District of Columbia as having 10 or more unexcused absences for students aged 5-13 and 15 or more unexcused absences for students aged 14-17. After the fifth unexcused absence for all students, the student will be referred to Washington Latin's student support team. After the tenth unexcused absence for students aged 5-13, the student will be referred to the Child and Family Services Agency (CFSA), and the school will notify the Metropolitan Police Department (MPD). After the fifteenth unexcused absence for students aged 14-17, the student will be referred to the Family Court Social Services Division (FCSSD) of the Superior Court of the District of Columbia. The school will also notify the Metropolitan Police Department (MPD) after the tenth unexcused absence.

Chronic Absenteeism: Chronic Absenteeism is defined by the District of Columbia as having 10 or more absences, excused or unexcused. After the fifth absence (either excused or unexcused), the student's parent/guardian will be required to meet with a school administrator.

A valid excuse includes, but is not limited to, traffic, sickness or extenuating circumstances. In case of extreme weather or public transportation disruptions, the Principal or Assistant Principals may excuse tardiness for that particular morning.

Scenarios:

<i>Scenario</i>	<i>Consequence</i>	<i>Next steps</i>
Arrival into Advisory no later than 8:10 am	No consequence	No administrator conference
Arrival to school before 8:10 am but into Advisory at 8:11 am or beyond	Unexcused School Tardy No pass needed Detention after five total in a given week (combined with class tardies)	Administrator conference after fifth tardy
Arrival to school at 8:11 am or beyond but before first period begins	Unexcused School Tardy No pass needed Detention after five total in given week (combined with class tardies)	Administrator conference after fifth tardy
Arrival to school after first period begins but before 8:45 am	Unexcused School Tardy Time-stamped pass to class Detention after five total in given week (combined with class tardies)	Administrator conference after fifth tardy
Arrival to school at 8:46 am or later	Unexcused absence unless: 1) Accompanied by parent/guardian with written excuse; 2) parent/guardian contacts Attendance Counselor via phone; or 3) parent/guardian contacts Attendance Counselor via e-mail. Further disciplinary action is possible if consistent behavior	Administrator conference after first unexcused absence for this purpose
Arrival to any other period after start time	Class Tardy Detention after five total in given week (combined with school tardies)	Administrator conference at discretion of school
Absent Excused or Unexcused 10 times	Deemed Chronically Absent	Administrator conference after fifth total absence
Absent Unexcused 10 times (aged 5-13)	Referred to CFSA; MPD is notified	Administrator conference after fifth unexcused
Absent Unexcused 15 times (aged 14-17)	Referred to Superior Court; MPD is notified after 10 th	Administrator conference after fifth unexcused

Questions? Please contact Assistant Principal Bob Eleby-El at belebyel@latinpcs.org or at 202.223.1111 x113 or Assistant Principal Ryan Benjamin at rbenjamin@latinpcs.org or at 202-223-1111 x101.

Early Dismissal

A student leaving school early due to illness must be signed out through the main school office.

Students leaving school before regular dismissal for reasons other than illness and emergency must bring a note from a parent or guardian indicating the following:

- Time the student will be picked up.
- Reason for the early dismissal.

- Method by which the student will be departing school to include the name and relationship of the person responsible for picking up the student if that person is other than the parent/guardian.

The responsible adult will meet the student in the school office at the designated time. In the event a student is directed to take an alternate form of transportation, the student will not be released until the designated time.

Please schedule non-emergency and doctor's appointments after school. Excessive requests for early dismissal will be treated in the same manner as excessive tardiness. Whenever a student exceeds a total of 4 hours of early dismissal time, that student will be charged with a day of absence.

Truancy Policy (Unexcused Absences)

In accordance with the Office of the Superintendent of Education (OSSE) and the School Attendance Clarification Amendment Act of 2015, the following statements reflect final rulings regarding school attendance and truancy. In order to comply with the "Final Rulemaking," Washington Latin Public Charter School (WLPCS) will adhere to the following policies and procedures:

Each school-age child who resides in the District of Columbia is required to attend a public, independent, private, or parochial school or otherwise receive a thorough and regular education through private instruction pursuant to rules established by the OSSE.

WLPCS will implement specific protocol for absenteeism that focuses on prevention of unexcused absences, also referred to as truancy, including academic and behavioral interventions to address the needs of students and shall include without limitation the following:

- In the event a student acquires an unexcused absence, WLPCS staff will contact a parent/guardian within 24 hours by phone or email to inform the parent/guardian of the absence.
- Upon accumulation of five (5) unexcused absences and for every three (3) unexcused absences thereafter, according to Title IV section 401(b)1, WLPCS will take steps to eliminate or reduce unexcused absences of that student. WLPCS will convene a conference within two (2) school days after a student has accumulated five (5) or more unexcused absences to discuss the steps.

These steps shall include convening a truancy conference that includes, at a minimum, the student, the student's parent or legal guardian, a teacher, and a school administrator such as a counselor.

"At the truancy conference, the participants shall identify the underlying cause(s) for the student's truancy and recommend the ways to eliminate or ameliorate the identified underlying cause(s), including:

- (A) Adjusting the child's school program, school, or course assignment;
- (B) Providing additional individualized or remedial instruction;
- (C) Permitting the child to attend an alternative school or program;
- (D) Creating a transportation plan that enables the student to travel to and from school safely;
- (E) Addressing bullying, harassment, physical violence, or threats of physical violence;
- (F) Addressing the unmet behavioral or physical health needs of the student, parent, or legal guardian; and

- (G) Assisting the parent, legal guardian, or student in obtaining any supplemental or other social services.

WLPCS shall coordinate the recommended interventions. If a parent or legal guardian does not attend the conference, the conference may be conducted without the parent or legal guardian, provided that the parent or legal guardian is notified of the steps taken to eliminate or reduce the student's truancy.

Students between the age of five (5) and thirteen (13); shall be referred by WLPCS to the Child and Family Services Agency (CFSA):

- No later than two (2) school days after the accrual of ten (10) consecutive unexcused absences and/or completion of the procedures specified above, or immediately at any time that education neglect is suspected;
- After the accrual of twenty (20) unexcused absences within one school year and completion of the intervention process or immediately at any time education neglect is suspected; and

Students under the age of thirteen (13); shall be referred by the WLPCS to the Court Social Services, Superior Court of the District of Columbia, and 13 years of age or older to the Office of the Attorney General (OAG) Juvenile Section:

- No later than two (2) school days after the accrual of twenty five (25) or more unexcused absences at any time within one school year.

Students 13 and over; shall be referred to Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section no later than two (2) days after the accrual of:

For Students that have not been referred

- 7 unexcused absences at any time within one 30 day period; or
- 10 unexcused absences at any time within one academic year.

For Students that have been previously referred

- 4 unexcused absences at any time within one 30 day period; or
- 6 unexcused absences at any time within one academic year.

CODE OF CONDUCT

The purpose of our Code of Conduct is to create and maintain an environment conducive to learning, personal growth and development, individual health and safety, and the preservation of good order, property, and belongings. Students have the right and responsibility to help maintain this environment.

Specifically, the Code of Conduct applies to all Washington Latin PCS students whenever the student's conduct is reasonably related to school or school activities. This includes:

1. On school grounds before, during, and after school hours
2. At any other time when the school is being used by another school group
3. Off school grounds at a school activity, function or event
4. Traveling to or from the school, a school activity, or a school-related function
5. When a Washington Latin PCS student is in a capacity representing the school
6. On a school-sponsored bus or public transportation traveling to and from school
7. The use of any type of electronic device, whether school-owned or not, through social media, chatting, texting or any other means of communication through these devices.

Assistant Principal/Student Life

The primary responsibility of the Assistant Principal/Student Life is to monitor the social health and well-being of each student. Assisting in this responsibility are the Deans of Students, the Grade Directors, and the advisors. The adults in each of these positions play a pivotal role in the life of the student, which supports the role of the classroom teacher.

Part of the Assistant Principal's role is to be responsible for and have authority over the assignment of any and all consequences for disciplinary infractions. Penalties for violation of School rules and policies will be commensurate with both the seriousness of the offense and the past behavioral record of the student. All factors will be considered when the Assistant Principal/Student Life decides on the appropriate course of action. The Principal, Assistant Principals, and/or Head of School may be involved at any time but are always involved in the case of serious and repeated infractions.

The **Washington Latin Advisory Program** is a co-curricular program. The goal of the program is to complement the Academic Program. From the fifth grade through the twelfth grade, our advisory program works to meet students' developmental needs; to provide the critical link between home and school; and to ensure that each and every student has at least one adult who consistently advocates for his/her best interest. The advisor should be your first point of contact should anything arise regarding your child.

General Expectations

At Washington Latin PCS, we want to establish an environment in which teachers can teach and students can learn. The following general expectations help foster such an environment.

Dress Code

Washington Latin PCS believes that appearance and neatness are important and requires students to meet the highest standards of dress and deportment. We believe parents are our partners in ensuring that students come to school each day well groomed.

We require all students to wear uniforms and adhere to the Dress Code at all times while in the school building and at school-sponsored functions. Careful attention to health and safety considerations and a personal presentation that reflects modesty, neatness, and cleanliness are musts. Hair must be kept neatly groomed and clean at all times. It may not interfere with vision or the performance of school activities. Hairstyles must be moderate and reflect proper decorum. Girls are not to wear headscarves, except as personal religious beliefs dictate.

All Washington Latin PCS administration and staff will strictly enforce the following Dress Code. Failure to adhere to the Dress Code will result in strategic intervention or disciplinary action; chronic non-adherence may lead to suspension from school. Washington Latin PCS also reserves the right to change this policy as needed.

Daily School-wide Uniform**

1. A white, gray or navy, long- or short-sleeved polo shirt with school insignia
2. Navy cardigan or V-neck sweater with school insignia.
3. A gray Latin sweatshirt (available for purchase from G Land Uniforms only)
4. Navy blazer with school insignia (available through Lands End only)

5. For girls;
 1. Navy polo dress with school insignia (available through Lands End only)
 2. Navy jumper with school insignia, (available through Lands End only), worn over a navy, gray or white long or short sleeved polo shirt or blouse
6. White long- or short-sleeved button down shirt without school insignia may be worn under sweater or vest with school insignia.
7. Khaki pants (khaki shorts may be worn once the warm weather dress code is announced)
8. Khaki skirts (not shorter than 1” above the knee)
9. Clean, preferably solid-colored shoes in good repair. Closed toe and heel **ONLY**.

Notes on dress code:

- Hats, gloves, and other outerwear must be removed once students enter the building, except as personal religious beliefs dictate (e.g., yarmulkes)
- Only Latin outerwear may be worn inside the building over a uniform shirt, including the gray Latin sweatshirt or team sweatshirts.
- Latin teamwear is not allowed as uniform.
- Coats, sweatshirts, and non-uniform sweaters or other outerwear are not considered appropriate classroom attire.
- Students may wear **solid colored** white or navy blue t-shirts beneath school shirts
- Uniforms are to be worn with careful attention to proper presentation, appearance, and sizing.

** Juniors and Seniors may substitute a solid, white, gray, or navy, long- or short-sleeved Oxford/Polo shirt for the uniform polo shirt described above.

Physical Education and Athletics Wear

Information related to sports teams uniforms or physical education and athletic uniforms can be found in the Athletics section of this handbook and also on-line at www.latinathletics.org under the Links tab (Athletics Handbook). The following summarizes the uniform-related policies.

5th and 6th grade – Physical Education uniforms

Middle School students are required to purchase their uniforms. The uniform includes a gray Latin t-shirt, cardinal Latin mesh shorts, gray Latin sweatshirt, and gray Latin sweatpants. The sweatshirt may also be worn during school and in the classroom. Families need to purchase all items only from G Land Uniforms.

7th and 8th grade – Athletics uniforms

Students purchase uniforms directly from Washington Latin. Mr. Richard Bettencourt, Athletics Director, will provide a form to all students seasonally with details.

Upper School – Sports Teams

Uniforms for Upper School teams are provided to all players by the school and are expected to be returned at the end of the season. If a uniform is lost or damaged, the student will be required to pay the replacement cost.

Food

All foods & drinks are to be consumed during break & lunch, only in designated areas defined by the school.

Multi-Purpose Room

Students should consume food or drink only within the designated lunch areas or at designated times unless supervised by a teacher in an organized event. Students are responsible for helping to thoroughly clean up after designated break-times e.g., lunch. Please see the food guidelines in the Health section of this Handbook.

Personal & Shared Property

Students are expected to take good care of all school property, including (but not limited to) textbooks, library books, school materials, furniture and the school building. Students should label all personal items with their name and are expected to use their assigned locker to store personal possessions while at school. The school does maintain a secure area known as the lost-and-found. Parents and students are strongly encouraged to check this area as the school is not responsible.

Schoolhouse

Students have the responsibility to help maintain a safe school environment and are expected to maintain order and decorum while on school grounds. Students should respect the privacy of teachers' classrooms, staff rooms, workrooms, administrative areas, and storerooms. Students are expected to remain on school grounds during the day. Students may sell items at school or school functions only with permission from the Principal or Assistant Principals. Visiting friends or relatives may only attend class with students with prior approval of the Principal or Grade Director. Those visitors must also sign in at the front office upon arrival and sign out upon departure.

Technology Use and Expectations, including cell phones

Advances in technology often serve as wonderful tools for students and teachers. When improperly used, however, those same tools can often disrupt instruction, abet academic dishonesty, or become targets of theft and vandalism, etc.

The School understands that many students have cell phones. Such devices are in many cases crucial to communication with family and friends especially when traveling to and from school. Cell phones may, therefore, be in students' possession while at school.

- Electronic devices **may** be used in the classroom with **permission** of the teacher in that room.
- **Students in the Middle School may not use their cell phones unless they have permission of a faculty member.**
- **Students in the Upper School must place their phones in the phone bag at the front of the room. No exceptions unless the teacher has granted permission.**
- **Students in the Upper School may use their cell phones during break and lunch. Should an Upper School student decide to use an electronic device at any other time without the permission of a faculty member, he/she will lose the right to have the phone during the day. For the academic quarter in which the violation occurred, students will be required to surrender their phone to a Dean at the beginning of school and get it back at the end of the day. Violation of this consequence will result in one day of in-school suspension.**
- Parents or guardians may be required to pick up a confiscated phone in person. In case of emergency or to pass along important information, parents should contact the school office.
- Students are advised not to bring personal music players (iPods, etc) to school, as their use is prohibited on school grounds. **Headphones cannot be used at school except with a teacher's permission; they may not otherwise be worn (or displayed) on school grounds.**

Personal laptop computers may be used only with special permission from the Principal or Assistant Principal. Such devices should always be stowed safely in a locker; the school will not be responsible for the loss or theft of a personal laptop. At the start of the school year, advisors will review the *Guidelines for Responsible Technology Use* to be signed by each student and family.

Transportation

For all intents and purposes, the school bus should be considered an extension of the school grounds. Students are subject to disciplinary consequences for any violation of rules established by the bus driver. Specific behavior expectations have been outlined in this Handbook under Transportation.

BEHAVIOR PRINCIPLES AND DISCIPLINE

Often, we spend too much time in school focused on students who fail to meet our behavioral expectations. Merits, by contrast, honor and publicly acclaim both those students who follow the rules steadfastly and those who are making an effort to improve their behavior. Teachers, staff, and/or administrators nominate students for merits, and awards are handed out on a regular basis throughout the school year.

On occasion, corrections and disciplinary measures will be necessary. Usually the school staff carries out such actions internally. More serious behavior problems will require stronger disciplinary action, including demerits, conferences, detention, suspension, or expulsion. The school may also require the student and family to enter into a specific behavior agreement that will determine the student's ability to

remain enrolled in school. Students suspended two or more times may be expelled if their behavior is chronic.

While it is expected that all Washington Latin students will comply with school rules and regulations at all times, it is important to outline the consequences of violating those rules. The following section must not be considered an exhaustive list, but rather a guide to help families understand how seriously the school takes decorum and community standards.

General Behavior Principles

The following behaviors are inconsistent with the values of our community and therefore unacceptable:

- *Behavior which is physically hurtful:* e.g. fighting, pushing, shoving, running in the halls, throwing objects, carrying dangerous objects, using school materials inappropriately.
- *Behavior which hurts the feelings of others:* e.g. name calling, racial slurs, calling attention to one's personal characteristics in a derogatory manner, intimidation, group isolation or ostracism, sexual or gender harassment & other behaviors designed to devalue or hurt another person.
- *Behavior that will damage, destroy, or cause the loss of personal or school property:* e.g. irresponsible use of materials, theft, malicious destruction or defacement, manipulating locks or lockers other than one's own.
- *Behavior that interrupts the on-going program for self or group:* e.g. class cutting, profanity, obscenity, insubordination, flagrant tardiness, and remaining in areas of the school where one does not belong.

Serious Infractions

While the school works with students so that they can learn from their mistakes, the following are grounds for immediate expulsion from the school. A student's previous record and standing at the school will be considered before the administration will make a disciplinary decision.

- **Possession or use** of illegal substances on school property or at school-sponsored events.
- Use of a weapon in a threatening and dangerous manner.
- Extreme sexual harassment.

Listed below are examples of serious violations, whether occurring at school or at school related activities, which could result in suspension or expulsion. In addition, the disregarding of the school's behavior standards or violation of the general expectations for student behavior can be grounds for immediate suspension or expulsion depending on the severity and nature of the student's behavior.

- Violence, force, or threats of violence or force
- Coercion, intimidation, bullying, or any other similar behavior that may interfere with another's well-being, safety, rights, or daily activity
- Open defiance, disrespect, or disruptive behavior
- Destruction or defacement of school property or others' personal property
- Trespassing or being in an unauthorized part of the school
- Leaving the school building or campus without permission
- Verbal or written profanity or obscenity or any inappropriate gestures or actions
- Failure to attend assigned Detention
- Inappropriate bus behavior
- Behavior which disrupts the learning process for others, whether occurring in the classroom, hallways, or other areas of the school grounds

- Consistent or repeated failure to meet the “General Expectations” and “Classroom Responsibilities and Expectations” described in the handbook.

WLPCS defines bullying as behavior which hurts the feelings of others, e.g. name calling, racial slurs, calling attention to one’s personal characteristics in a derogatory manner, intimidation, group isolation, or ostracism, sexual harassment and other behaviors designed to devalue or hurt another person whether physical, electronic, or verbal that:

1. May be based on a student’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a student’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the student in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the student’s physical or mental health;
 - c. Substantially interfere with the student’s academic performance or attendance; or
 - d. Substantially interfere with the student’s ability to participate in or benefit from the services, activities, or privileges provided by an agency, or educational institution.

Prohibition against Bullying

Specifically, the Code of Conduct applies to all Washington Latin PCS students whenever the student’s conduct interferes with the youth’s ability to participate in or benefit from the services, activities, or privileges that Washington Latin provides or is deemed bullying by the previous definitions. Retaliation against a student, family, faculty, staff member or the victim him/herself who reports bullying, as well as the victim him/herself, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

WLPCS recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, WLPCS shall ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the students involved, and the age and developmental status of the students involved. Responses to incidents of bullying may include, but are not limited to:

- Reprimand
- Deprivation of WLPCS privileges
- Bans on participating in optional WLPCS activities
- Deprivation of WLPCS services
- Ban or suspension from WLPCS facilities

WLPCS does not endorse the use of punitive strategies associated with “zero-tolerance” policies when applying sanctions to an incident of bullying. WLPCS shall communicate the consequences that the student can expect for participating in bullying behavior.

Major and Minor Infractions

Generally speaking, all other disciplinary infractions fall into two major categories: minor and major. Minor infractions are those violations of classroom rules that are dealt with by an individual teacher. Classroom teachers have the right and responsibility to assign penalties for infractions of the rules that they set for their classrooms. Teachers may give demerits and assign detentions; they will report more serious infractions to the Assistant Principals and the Deans of Students.

Major infractions are cases in which a more serious violation has taken place. The student will be summoned to a discussion with the Assistant Principal. The Assistant Principal will then speak with the student and parent(s)/guardians(s), and will determine the appropriate course of action, including the assignment of penalties. Some (but not all) penalties are outlined below, in order of seriousness.

- **Demerit:** The purpose of demerits is to inform parents/guardians about student infractions and provide a record of conduct.
 - Parents will be notified in advance of detention times and dates.
 - Demerits are recorded on a daily basis
 - Excessive accumulation of demerits may result in detention and/or suspension.
 - Demerits do not accumulate from one quarter to the next.
 - The accumulation of 10 demerits in one marking period will result in detention.
 - The accumulation of 30 demerits in one marking period will result in in-school suspension.

- **Removal from Class:** Any student whose behavior disrupts the learning environment will be asked to leave class at the direction of the teacher. This can occur on two levels: 1) the student is asked to take a minimum amount of time outside the classroom door with the purpose of re-directing behavior with the intention of returning to the class; 2) the student must report directly to the Assistant Principal or the Deans of Students, who will then assign consequences.

- **Detention:** A specific amount of time, in addition to that in the classroom, spent under the supervision and direction of the deans and/or administrators, which can occur during school hours and/or after school.
 - Parents will be notified in advance of detention times and dates.
 - In the **Middle and Upper School**, detentions will be held on Tuesday or Thursday from 3:45 to 5:15pm. Please note that administration reserves the right to change the time and days for detention based on adult supervision.
 - Students must attend the detention to which they are assigned. If students do not attend, they will be eligible for suspension.
 - An accumulation of detentions may result in suspension.
 - Being late to detention is unacceptable and may result in more disciplinary action.

- **Suspension:**
 - *In-school suspension (ISS):* A temporary removal from one or all classes and school activities. Students will be assigned to a room under adult supervision for the duration of the suspension and may not leave the room except in an emergency. Students are expected to complete their class assignments during their suspension. In addition, students serving suspension must complete a corrective action assignment associated with the infraction committed.

- *Out of school suspension:* If school administrators decide that a student's behavior is serious enough, or that the student presents a danger to the community, he/she will be suspended out of school. A student who is suspended is excluded from all classes, school activities, and from WLPCS property for the duration of the suspension. The number of days a student is suspended will most often increase with each additional suspension for that student.
- When a **student with a disability is suspended** (in school or out of school) for more than ten school days cumulative within the school year, the school will conduct a Manifestation Determination Review Meeting within 10 school days from the date that the decision to suspend the student is made. At the Manifestation Determination Review Meeting, relevant members of the IEP/Section 504 team will determine if the behaviors resulting in the suspension are a manifestation of the student's disability. Washington Latin will then take appropriate action based on the determinations made by the team and pursuant to the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

Case-by-Case Determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a suspension, change of placement, or other disciplinary action is appropriate for a child with a disability who violates the School's code of student conduct.

Students who have been suspended shall not be eligible to participate in any school function for the duration of their suspension. The only exceptions that may be authorized by the Head of School or his or her designee shall be for system-wide testing.

Students younger than the age of fourteen (14) who have been suspended out of school shall not be allowed to leave school grounds during school hours unless accompanied by a parent or guardian, or his or her designee. Students older than fourteen (14) who have been suspended shall not be allowed to leave school grounds during school hours until a parent or guardian, or his or her designee, has been verbally contacted and given a reasonable opportunity to arrange for proper supervision of the student. If the parent or guardian of a suspended student cannot be notified in person or by telephone, the student must remain at school until the end of the school day.

The student and parent **must** attend a conference with an administrator prior to the student's return to class. The student has the responsibility to make up all missed work immediately upon returning to school.

Washington Latin PCS will not tolerate behaviors that can result in potential harm or threat of harm or may be interpreted as bullying or intimidation.

- **Disciplinary Probation:** A student may be placed on disciplinary probation either because of a pattern of misbehavior, or whenever the Assistant Principal determines that a student's behavior warrants special monitoring. Probation is a period of time when the School is looking to see that a student is respectful of the guidelines for community behavior (when a student is on probation, he or she is expected to maintain an exemplary behavioral record). Violation of a major school rule while a student is on disciplinary probation may result in expulsion from the school.

- **Expulsion:** A student may be expelled from the School either for a chronic pattern of substantial violations that have not been corrected through any of the above methods, or for an extremely serious violation, such as possession of weapons or drugs, or the intent to harm another individual. Parents' or guardians' falsification of records or non-compliance with school policies or support of the child's non-compliance with school policies may also result in expulsion.

Students who are expelled may not reenter the School.

The School has School Resource Officers (SROs) from the Metropolitan Police Department who visit the school almost daily to offer their support as needed. If the school determines that a student's behavior in any way jeopardizes the safety of the community, the School sees fit to involve the police. If a student is found in possession of an illegal substance or a weapon, the School will notify the police.

Standard Consequences

We offer the following chart as an example of the most common consequences. It is not meant to be a complete representation of all of the possible behavior infractions and consequences. Individual circumstances and the severity of the infraction may necessitate a higher (or lower) disciplinary response. Definitions of these behaviors can be found in the Glossary at the end of this section. We expect all members of our community to be familiar with the way in which we use these terms.

Demerits

Infraction	Consequence
Stealing or vandalism	Referral to Dean, Assistant Principals, Principal, Head of School
Lying, cheating, forging, plagiarism	Referral to Grade Director, Assistant Principals, Principal, Head of School
Disrespect, threats, coercion, intimidation	Referral to Dean, Assistant Principals, School Counselor, Principal, Head of School
Cutting class	Referral to Dean, Grade Director, Assistant Principals, Principal
Leaving campus w/o permission	Referral to Dean, Grade Director, Assistant Principals, Principal
Dismissal from class	Referral to Dean, Grade Director, Assistant Principals
Uniform violation	1 Demerit
No hall pass, in an unauthorized area	1 Demerit
Disruptive behavior	1 Demerit
Inappropriate language / profanity	1 Demerit
Horse play	1 Demerit
Inappropriate use of electronics	Phone Jail
Tardy to class	School Service (TBD by Administrator)
Running in the hallways	1 Demerit
Gum and candy	1 Demerit

A teacher writes a referral on major infractions. A student must meet with the Assistant Principal/

Student Life and the teacher to discuss the incident. Further disciplinary actions may occur. A student's disciplinary history, safety of the community and the willingness to acknowledge the harmful behavior will be considered in determining consequences.

Searches of Students, Personal Property in Students' Immediate Possession

School administrators are authorized to search students and/or personal property in students' immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is interfering with the operations, discipline or general welfare of the school.

All searches of students and/or their personal property will be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical. A reasonable effort will be made to conduct searches out of the sight and hearing of other students.

Procedure for Requesting an Independent Hearing

It is the sincere hope of the School that all disputes can be solved by mutual cooperation without recourse to formal complaint, and to that end every effort should be made to resolve any dispute informally first. In the case of suspensions or expulsions, families feeling the need to submit a formal complaint must do so in writing to the Head of School.

1. A written request for a due process hearing signed by a parent or guardian must be submitted to the Head of School within five business days of the incident.
2. The Head of School will contact the School's Hearing Officer within three school days of receiving the request.
3. The Hearing Officer will schedule a hearing at the earliest mutually convenient time.
4. After hearing the case and deliberating, the Hearing Officer will submit in writing his/her recommendation to the President of the Washington Latin PCS Board of Governors.
5. The Board President will provide the parent or guardian with a written decision on the case within one week of receiving the recommendation of the Hearing Officer.

STUDENT SUPPORT PROCESS

Each student at Washington Latin PCS brings unique talents and interests to the community. While some are versed in demonstrating these abilities, other students sometimes encounter a more difficult experience. It is our belief here at Latin that with the right supports all students have the ability to grow socially, academically and emotionally; allowing them to effectively share these interests and talents with the Latin and larger communities. This is where the student support process through the Student Support Team (SST) comes into play.

The SST seeks to provide emotional, behavioral and/or instructional support to assist students in achieving competencies both in and out of the classroom. At Washington Latin we have realized that any number of varying factors can hinder a student from making adequate progress in the general education setting. As such, the SST collaborates with parents, faculty and students themselves to accomplish two things: identify possible reasons why academic, behavioral and/or emotional functioning appear not to be commensurate with a student's age and/or suspected ability, and implement potential solutions to these identified hindrances. Referrals of students to the SST process can be made by any member of a student's immediate support network including a teacher, advisor, parent/guardian, administrator, or the student him/herself.

If after several strategies have been attempted and documented in various aspects of a student's school

life without positive results, the SST may then refer a student to the highest level of support within the school setting: determining eligibility for a special education and/or related services, as outlined by the Individuals with Disabilities Education Act (IDEA). Once a student is referred to the process, Latin must receive written consent from the student's parent/guardian to complete any evaluations. The team, which must include a parent/guardian and an individual who can interpret evaluative data, must then use criteria set forth by The District of Columbia's Municipal Regulations (DCMR) and IDEA to determine the student's eligibility for a special education and/or related services. If a student is found eligible, an Individualized Education Plan (IEP) can then be drafted, discussed, finalized and implemented to support the student in the general education setting. If a student is not found eligible, the team can use the evaluative data to tailor the support(s) provided in the general education setting.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by Washington Latin. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records.

Parents or eligible students have the right to request that Washington Latin correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if Latin still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows Washington Latin to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Latin may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

Glossary of Unacceptable Behaviors

Alcohol & Drugs: Includes possession, use, sale, distribution, or any influence of illegal substances or misuse of legal substances, or items purported to be such, at school or school related activities.

Bullying: Any intentional behavior by a student or group of students that causes the distress, hurt, humiliation or anxiety of another student or group of students. Bullying includes all forms of abuse, harassment or intimidation.

Cheating includes but is not limited to:

- Giving or receiving information during tests/quizzes either verbally, visually or electronically
- Bringing prepared materials, e.g., notes on cheat sheets, hands, arms, etc., to the test
- Copying homework or having someone else complete the homework assignment for the student
- Allowing another student to copy all or part of homework assignment

Dismissal from Class: Any student whose behavior disrupts the learning environment will be asked to leave class at the direction of the teacher. This can occur on two levels: 1) the student is asked to take a minimum amount of time outside the classroom door with the purpose of re-directing behavior with the intention of returning to the class; 2) the student must report directly to the Dean who will assign consequences.

Disruptive Behavior: This includes any behavior that disrupts the flow and routine of the class, including tardiness, talking out of turn, inappropriate comments or any behavior that absorbs the time of the teacher in ways that detract from the learning of others.

Fighting: Any attempt to injure any other person at the School represents an extremely serious violation of both the regulations and community norms of The Washington Latin PCS. As such, there is to be no fighting at any time. Fighting consists of excessive roughness, tripping, pushing, punching, and any other attempt to cause bodily harm to another student, even in jest.

Gambling: Gambling involves an exchange of items, including, but not limited to money, from prior arrangement based upon the outcome of an event.

Harassment: Any verbal or physical contact where the conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance or educational experience, or of creating an intimidating, hostile, humiliating or offensive working, educational or living environment. All forms of harassment, including bullying and sexual harassment, fall under this definition.

Inappropriate Language: Swearing, cursing, name calling, or other inappropriate, derogatory or mean spirited language – in written or spoken form. Email correspondence is no exception to this rule. Students are expected to address all members of the community with kindness and respect at all times.

Illegal Substances: A drug whose production or use is prohibited or strictly controlled via prescription.

Insubordination: Any student who fails to obey direct instructions or requests from their teachers, the staff, or a guest is considered insubordinate.

Plagiarism: Copying published material and submitting it without indicating the source of information so as to make it appear as if it were one's own work or words. Both images and text are considered plagiarized if not cited. In addition to the demerits issued, a student will have a conference with the teacher and a grade of zero will be given on the test, quiz, or assignment.

Tobacco: Smoking or otherwise consuming substances that include any tobacco or tobacco-based products.

Theft: The taking of someone else’s property without the owner’s knowledge or prior approval

Uniform Violations include improper shoes, un-tucked shirt or blouse, wearing a coat or jacket in school, improper wearing of the uniform (e.g., inappropriate sizes), etc.

Vandalism: Any intentional misuse or damage to school supplies, equipment, furniture, classroom space, common space or the property of others in the school.

Weapons: Guns, knives, or any other dangerous or potentially harmful items are considered weapons and therefore banned. This ban also applies to replicas of dangerous or potentially harmful items.

Athletic Philosophy

Washington Latin Public Charter School is building a proud tradition in athletics.

At Washington Latin we believe in the value of athletics for the entire student body. Coaches feel the responsibility not only to teach their players the skills and strategy behind the game, but also to instill a respect for the tradition of the game including honorable behavior. Learning to honor the game builds a sense of responsibility. Coaches realize that what they are teaching their players carries far beyond the field into the classroom, into the home and eventually into adulthood. Coaches encourage their players to focus on their level of effort and personal improvement in addition to the final score. Our coaches help student-athletes recognize that mistakes are inevitable and an important part of the learning process. The key to success is being able to rebound from mistakes with renewed determination.

Our coaches are expected to embrace two goals in all athletic endeavors: the first goal is to prepare our student-athletes to compete, but the second, equally important goal is to teach life lessons through sports. Athletics are seen as an important part of the total learning experience at Washington Latin. These lessons are invaluable and help in the overall development of an individual. Sportsmanship, commitment, teamwork, competition, cooperation and fair play are learned when students are taught to respect the game—to bring dignity and self-control to the contest, win or lose. Athletic participation also plays an important part in helping each student develop a healthy self-image as well as a healthy body.

Successful school athletic programs depend on a large percentage of student participation. This fact encourages multi-sport student-athletes. Our coaches will not pressure players to give up other sports in order to secure a winning season in a particular program. Maintaining a culture where positive character traits are developed in our players must come first. When the game is on the line and tensions run high, we will teach our student-athletes invaluable lessons by helping them focus on what is really important.

This athletic philosophy was adapted from the “Positive Coaching Alliance” vision statement.

Physical Education

The Washington Latin PCS physical education program is designed to develop and strengthen the physical, social and emotional needs of children participating in athletic, fitness related, and recreational activities. The program encourages students to participate in and enjoy various activities. Each student is introduced to skills and lead-up games to offer a better understanding of a particular activity. Physical education is offered weekly with units of instruction lasting two or four weeks.

It is the primary goal of the physical education program that each child enjoys every activity while participating in a socially comfortable atmosphere. Competition and winning and losing have little emphasis within the parameters of the physical education curriculum. Fair play and good sportsmanship are encouraged and expected in all activities.

Goals of the Washington Latin PCS Physical Education program:

- To develop fundamental and age-appropriate skills.
- To develop physical, social and emotional growth.
- To develop compassion and good sportsmanship.
- To promote responsibility.
- To develop a feeling of enjoyment and self-accomplishment.
- To develop an understanding that winning and losing, while part of the game, are not the ultimate end in athletic participation.

Physical Education Uniforms

Each child in 5th and 6th Grade is required to purchase a P.E. uniform at the beginning of the school year. The uniform consists of a grey Latin t-shirt, a pair of cardinal Latin mesh shorts, a grey Latin sweatshirt, and a pair of grey Latin sweatpants, plus a P.E. bag. The P.E. uniform is required to be worn during all classes in order to participate. If a uniform is lost, then a new one will need to be purchased.

The children are asked to bring a pair of lace-up sneakers that can be kept in their locker for use in class.

The majority of the Washington Latin Physical Education classes take place outside throughout the school year. Students will be able to wear their jackets, along with a knit winter cap and gloves, or mittens on days that warrant use. Baseball caps are not permitted.

Athletics

The Athletic Department offers programs that foster the same values of integrity, respect, responsibility and participation that are embodied in the classroom. An experienced coaching staff fosters a positive attitude about learning and challenges our athletes to achieve their highest potential in all aspects of their development. Participation is an integral part of the athletic philosophy at both the Middle and Upper School levels. The lessons learned from athletic participation are invaluable and help in the overall development of the individual. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully are an integral part of each team in our athletic department. Athletic participation plays an important role in helping the individual student develop a healthy self-image, as well as a healthy body. In addition, participation on interscholastic teams adds to school spirit and helps all students and spectators, as well as participants, develop pride in their school.

General Information

Program Divisions: Middle School Grades 7-8
Upper School Grades 9-12 (Varsity and Junior Varsity)

Program Requirements:

Middle School One (1) season during 7th Grade
One (1) season during 8th Grade
Upper School Graduation Requirement: Four (4) seasons during Grades 9-12;
12 seasons are offered. You must have a 2.0 or above in the most recent quarter to be eligible for any team sport.

Sportsmanship

Washington Latin PCS student-athletes are expected to display appropriate conduct and sportsmanship at all times throughout the season.

Consequences for violations of the Sportsmanship Policy:

1. If a student-athlete is ejected from a game, he or she will be suspended from the next interscholastic competition.
2. If a student-athlete is ejected from a second game for unsportsmanlike behavior during the same season, he or she will be suspended from the next two interscholastic competitions.
3. Any player ejected from more than two games for unsportsmanlike behavior during one season will be suspended for the remainder of the season and will lose the opportunity to receive any post-season honors, including a varsity letter.

Expectations of Latin Parents

When your son/daughter makes a team, you have the right to know what the coach's expectations are for your child. All coaches have different expectations and these should be communicated to the parents. Each coach will communicate these expectations in his/her own way. It may be through a team meeting or through a letter home. As a parent you should know the coach's philosophy. You should be made aware of the coach's expectations not only for your child, but also for the team. You should be made aware of any practices that may occur over vacation periods well in advance of that break. You should also be made aware of any disciplinary action that results in your child being denied participation. Being a parent of an interscholastic athlete can be a very rewarding experience. Parents' participation with their son/daughter can and should be an enjoyable experience. As a parent, be positive and remind your child that it is the effort put forth, not winning, which is most important. Do not let playing time dictate your child's happiness. Make every effort to be supportive when things are not going well for your son/daughter, or for the team.

Be supportive of the coaching staff in front of your son/daughter. If you have concerns to discuss with the coach, please call him/her to arrange an appointment. To reach a coach, call the main school number and leave a voicemail message with your name and number and the reason for your call. The coach will respond in a timely fashion. If for some reason the coach cannot be reached, contact the Athletic Director. Please do not discuss concerns with a coach immediately before, during or after a game or practice.

Expectations of Latin Student-Athletes

Washington Latin's Athletic Department has certain rules and expectations that the student-athlete needs to abide by. Without these rules and guidelines, and the willingness of the student-athletes to abide by

them, the quality of our athletic program cannot be maintained. The Athletic Department wants both the students and the parents to understand these expectations and how they apply to all of our athletes.

Drugs, Alcohol and Tobacco:

Student-athletes shall not use or possess tobacco products, drugs, alcohol or performance enhancing drugs such as steroids, whether it occurs on or off of school property or at a Washington Latin school function.

Consequences for violations of the Drug, Alcohol, and Tobacco Policy:

1st Offense:

- The student-athlete will be suspended from interscholastic competition for one week. (one or two games)
- The student-athlete will lose any leadership position on the team for the remainder of the season.

2nd Offense:

- The student-athlete will be dismissed from interscholastic competition for the remainder of the season.
- The student-athlete will be required to attend substance-abuse counseling as recommended by the school.

These consequences will be in addition to any school consequences.

Player Eligibility:

- **Physical Examinations**—As mandated by the DCMR, in Chapter 27, a student shall provide a physician’s certification that the student has been examined and found to be physically fit for the sport in which the student seeks to participate.

- **Academic Eligibility**

Upper School students must maintain a grade point average of 2.0 to participate fully in our athletic programs. Eligibility is based upon the quarter preceding the season. A student who is ineligible to participate in interscholastic athletics may not play, practice, or otherwise participate with the school sports team during the period of such ineligibility. The period of ineligibility will last until the end of the next grading period when report cards are issued.

Eligibility for SY15/16 Upper School athletic seasons is as follows:

Fall 2015:	4 th Quarter of the 2015-16 school year
Winter 2015/16:	1 st Quarter of the 2016-17 school year
Spring 2016:	2nd Quarter of the 2016-17 school year

A student in grade nine (9), ten (10), eleven (11), or twelve (12) must be eligible at the end of the grading period immediately preceding the sport season in which the student wishes to participate. If the student is ineligible at the beginning of the season, then the student may not try-out, or join, the team at any point during the season. All incoming 9th Grade students are eligible for the fall season.

Middle School students must maintain a grade point average of 2.0 and have no failing grades to participate fully in our athletic programs.

A student in grade seven (7) or eight (8) must be eligible at the end of the published grading period immediately preceding the sport season in which the student wishes to participate.

Eligibility for SY15/16 Middle School athletic seasons is as follows:

Fall 2015:	All students are eligible
Winter 2015/16:	1 st Quarter of the 2016-17 school year

Spring 2016:

2nd Quarter of the 2016-17 school year

- **Residency Requirement**—Students must meet residency requirements as set in the DCMR, Chapter 27.
- Students must submit a current *Sports Emergency Form* and a *Student-Parent Athletics Participation Contract and Parent Permission Form* before being allowed to participate in practices or contests.
- No post-graduates.
- Cannot play in both a varsity and junior varsity game on the same day.
- For students in Grades 9-12, eligibility shall cease at the end of the 8th semester after first entering 9th Grade.
- A student who has attained the following ages on or before August 1 preceding the following school year shall not be eligible to participate in interscholastic athletics offered for the grade levels indicated:
 - (1) Grades seven (7) and eight (8): fifteen (15) years; and
 - (2) Grades nine (9) through (12): nineteen (19) years

Practice and Game Times

Middle School:

All practices are scheduled on Monday, Wednesday, and Thursday. Practice times are from 3:30 PM-4:30 PM. Under special circumstances, an extra practice may be scheduled by the coach. The coach will inform all of the families and this special practice cannot be mandatory in any way.

Games are scheduled on a Monday, Wednesday, or Thursday with exceptions. All games are noted on the schedule.

Transportation:

Practice days: All practices that take place on campus will end prior to the late bus departure unless noted otherwise.

Game days: Transportation is provided to and from all competitions. There will be days that teams will arrive back to school after the late bus. It is the responsibility of the parents to pick up their child, or arrange for transportation home, on these days. Coaches will notify parents of such days in advance, so that proper planning can take place.

All students are expected to play in all games of the teams that they participate on.

Upper School:

Upper School practices take place Monday-Friday and begin at 4:00 PM during the fall and spring (unless otherwise noted). Saturday practices may be required. All Varsity practices during the fall and spring will end by 6:00 PM. Winter practices vary depending on the activity and it is the coaches' responsibility to inform all parents of the practice schedules.

Upper School games are typically scheduled on school days, but Saturday competitions should be expected.

Team Practices During Vacations:

Most, if not all, of the Varsity teams, and some JV teams, practice during vacations. The level of commitment on a varsity team requires that the athlete participate in these practices during vacations. Families of varsity athletes need to understand that in order for our teams to be competitive, formal

mandatory practices will and do take place during vacations. If you are the parent of a varsity athlete, plan on your son/daughter having to participate in these practices. If your son/daughter cannot attend

these mandatory practices, then it has to be understood that there may be consequences for failure to attend. Consequences vary and are handled by each individual coach. If there are special circumstances concerning a student, then the parents need to inform the coach as soon as possible.

Transportation is provided to and from all competitions.

All students are expected to play in all games of the teams that they participate on.

Early Dismissals for Games:

Early dismissal for games happens throughout the course of the year. The Athletic Department tries to avoid scheduling games before 4:00 p.m. When we travel to visiting schools, there are times when the students are dismissed from classes early. We ask the students to let their teachers know when they have to leave early. Students are also responsible for all of their assignments that they miss. It is the student's responsibility to make sure they inform their teachers of an early dismissal.

Game/Practice Cancellations:

In the case of inclement weather, games may have to be rescheduled. For the Middle School games, a decision is made as close to departure time as possible. This may mean that a decision is not made until 1:30 p.m. For upper school games, decisions are made between 2:30 and 3:30 p.m., depending on whether it is a home or away contest. All game day changes are posted on the athletic page at www.LatinAthletics.org. Sign up for a great free feature on the website to receive a text, or email, regarding any changes to practices or games. Directions can be found on the homepage of the athletics website.

Injuries:

If a serious injury occurs during a practice or game, the coach, or Athletic Director, will contact parents immediately. If the injury is serious enough that medical attention by a doctor is required, parents will be notified as to the location your son/daughter will be taken.

If the injury is serious enough that your son/daughter will be unable to participate, then in order to return to athletic participation, a note from the attending physician is required.

Uniforms and Equipment Purchases:

Middle School

Middle School students are required to purchase their uniforms through the school. The uniform is worn for all sports offered in the middle school.

Students are expected to provide their own personal equipment such as cleats, gloves, bats, etc. Essential equipment to play the sports, such as sport specific balls, protective helmets, etc. will be provided by the school.

Upper School

Upper School athletes do not purchase their uniforms. Students are issued a school-owned uniform. If an item is lost, then the student will be billed for the item lost and for its replacement. The cost of replacing a single uniform item can be very expensive, so we hope that the students will make every effort to return all uniform pieces.

Students are expected to provide their own personal equipment such as cleats, gloves, bats, etc. Essential equipment to play the sports, such as sport specific balls, protective helmets, etc. will be provided by the school.

Some teams place orders for team items such as sweatshirts, jackets, etc. These are items that are not mandatory for participation and purchased as an extra item by the athlete.

Weather Policy:

The chart below is what is used when the weather gets warm and uncomfortable. Heat Advisories are posted by the National Weather Service when forecasts dictate such.

<u>Temperature</u>	<u>Humidity</u>	<u>Air Quality Index</u>	<u>Activities</u>
Less than 80F	-----	Code Green 0-50 Good Air Quality	No Restrictions
80-90F	Less than 70%	Code Yellow 51-100 Moderate Air Quality	Watch Carefully
80-90F	More than 70%	Code Yellow 51-100 Moderate Air Quality	Provide 10 min cool down/rest/hr.
90-100F	Any	Code Orange 101-150	Monitor carefully with frequent water breaks.
90-100F	Any	Unhealthy for sensitive groups	Shortened practice time with mandatory every 20 minute water breaks.
90-100F	Any	Code Red 151-200	Limit outdoor exertion
90-100F	Any	Unhealthy Air Quality	Avoid all outdoor physical activity.

Code Red Policy:

A Code Red Day occurs when the temperature exceeds 100 degrees and the air quality is deemed unhealthy. The Athletic Director will be responsible for informing the coaches if there is a Code Red Day. If Code Red Days occur during pre-season practices, practice will be held early in the morning and later in the day to avoid the hottest part of the day. Practices times will also be shortened. Athletes will be kept well hydrated and will be monitored carefully by the coaching staff for any signs of distress.

Lightning Policy:

Any game or practice in session will be suspended immediately by the officials, or the head coach in charge, at the first sign of lightning. All players and fans must leave the field immediately. No contest or practice will resume until 30 minutes have elapsed since the last sign of lightning or thunder. Officials will always have the final word on the continuation of the game.

Permission to Participate/Consent to Treatment Forms:

Each student-athlete must have the Permission to Participate/Consent to Treatment form into the school by a date to be determined each season. Without this form on file in the Athletic Department, your son/daughter will be unable to participate in athletics. This form lists the student’s medical history, the family physician, whom to contact in case of emergency if neither parent can be found, and also allows

the attending physician to treat your son/daughter in case of an emergency. These forms are carried with the coaches when teams travel to away games.

At no time may a student practice, compete, or travel without these completed forms on file.

Physical Examinations

As mandated by the District of Columbia Municipal Regulations(DCMR), Subtitle A(Office of the State Superintendent of Education) of Title 5(Education), Chapter 27(Interscholastic Athletics), a student shall provide a physician’s certification that the student has been examined and found to be physically fit for the sport in which the student seeks to participate.

Athletic Department Contacts:

Athletic Director: Richard Bettencourt – RBettencourt@LatinPCS.org

Middle School Athletics

The Washington Latin Middle School Athletics program provides a competitive, interscholastic activity for students. Each student is required to participate in an athletic activity during one(1) out of the three seasons during the school year. At the start of each season there will be open try-outs for each sport. If cuts are necessary, teams will be divided on the basis of skill level. Cuts, when necessary, will be made to allow for a more positive experience for all of our Middle School participants. All of this will be done with sensitivity, in regard to the process, timing and announcement. There will always be a no-cut sport offered during a season.

The goals of the Middle School Athletics program are:

- To promote physical, social and emotional growth
- To develop physical fitness
- To develop good sportsmanship skills
- To develop a feeling of self-accomplishment
- To develop fundamental team skills and concepts
- To teach our Middle School athletes how to compete and be competitive in preparation for Upper School athletics at Washington Latin.

Middle School athletics meets after classes on Monday, Wednesday, and Thursday. Most games last from 1 to 1-½ hours. Some weekend competitions may be required. If the students are taking the after-school bus transportation, arrangements will need to be made for alternative transportation on some game days, especially when the games are away. The pickup time for away games will be announced. If parents go to away games, they may take their son/daughter home with them, as long as they inform the coach. A coach will not leave a student at an away game site if the parent is not there. All students will be returned to Washington Latin.

Attendance on a daily basis is required at all practices and games. If a student is required to remain after school for extra instruction with a teacher, then he/she needs to proceed to practice, with a note from the teacher, as soon as extra instruction is completed. Students may not miss athletic participation in order to complete homework.

Eligibility for Participation in Washington Latin Middle School Athletics:

Academic: Middle School students must maintain a grade point average of 2.0 and have no failing grades to participate fully in our athletic programs.

A student in grade seven (7) or eight (8) must be eligible at the end of the published grading period immediately preceding the sport season in which the student wishes to participate.

Physical Examination: As mandated by the District of Columbia Municipal Regulations(DCMR), Subtitle A(Office of the State Superintendent of Education) of Title 5(Education), Chapter 27(Interscholastic Athletics), a student shall provide a physician’s certification that the student has been examined and found to be physically fit for the sport in which the student seeks to participate.

Attendance Requirement for Participation in Washington Latin Middle School Athletics:

Any student absent from school for three or more periods in any school day is not eligible to participate in any athletic contest or practice that day. Any part of a period beyond two periods counts as the third missed period.

A student may not participate in a practice, or a game, when he/she is serving an in-school or out-of-school suspension. The student becomes eligible to participate on the next school day following the suspension. A SUSPENSION OF ANY TYPE WILL RESULT IN AN UNEXCUSED ABSENCE.

Two (2) unexcused absences from practice may result in removal from a team and loss of credit for the season.

This policy is subject to the discretion of the Athletic Director.

Athletic Team Commitment:

Once a student has committed to a team after one week of practice or games when school is in session, he or she is required to fulfill his or her obligation for the entire term in order to receive credit.

If, for some reason, a student decides to stop participating on a team, or the student is thrown off of a team, then he or she will not be permitted to join or participate in any other sport for the duration of that season.

Failure to fulfill his or her commitment, regardless of the timing (beginning, middle or end of the term), will result in a loss of athletic credit for the term.

Missing practices, or games, for other club/AAU teams is not considered an excused absence.

The Athletic Director will have the final say in determining athletic credit.

Participation on Athletic Teams Outside of School

Many students participate on club/AAU teams outside of school. The Athletic Department strongly encourages the students to get as much experience as possible. Playing on teams outside of school, along with their Washington Latin teams, can be very beneficial but also time consuming. Students and parents need to understand that there are commitments to be met with participation on more than one team. The Athletic Department feels that a student's school commitment must come first and that missing a school practice or game for a club activity is not acceptable and may result in unexcused absences, or loss in playing time.

Middle School Athletic Uniforms

Middle School students are required to purchase their uniforms through the school. The uniform is worn for all sports offered in the middle school.

Students are expected to provide their own personal equipment such as cleats, gloves, bats. Essential equipment to play the sports, such as sport specific balls, protective helmets, etc. will be provided by the school.

Middle School Athletic Credit through Out of School Activities

Some students may wish to pursue other activities outside of school to fulfill their Middle School Physical Education/Athletic Requirement. Should a student wish to pursue such an activity outside of school time, the activity must be physical in nature.

Work with a personal trainer does not qualify for credit, nor does participation on a club or AAU team, unless the sport/activity is not offered at Washington Latin and/or a student is not offered a roster spot on a Washington Latin team. The activity time commitment should be commensurate with on-campus athletic activities, which average 180+ minutes per week for at least an eight-week period. The activity must have a qualified coach and/or instructor.

A request for credit for out-of-school activities must be received before the activity begins and any permission can be granted to receive credit. Requests should be made no later than two-weeks prior to the start of the corresponding sports season. For a fall request the deadline is September 15, winter is November 15 and spring is February 15.

Middle School Physical Education/Athletic credit may be granted for out-of-school activities for one season only per year, at the discretion of the Athletic Director. Forms for this option may be obtained from the Athletic Director.

Before credit can be granted for approved out-of-school activities, a formal evaluation signed by the coach or instructor must be submitted to the Athletic Director at the end of the season.

Students with medical concerns must have their situations reviewed by the Athletic Director.

Upper School Athletics

Participation in Upper School Athletics at Washington Latin PCS is both a privilege and a responsibility. As members of a Washington Latin athletic team, student-athletes are expected to make a personal commitment to represent Washington Latin in an exemplary fashion and to follow rules of training and conduct necessary to maintain strong, healthy minds and bodies. Because student-athletes are in a highly visible position requiring leadership and responsibility, they will be held to a higher accountability of conduct and behavior than students who choose not to participate in interscholastic athletics. Athletic consequences, therefore, will be implemented in addition to any recommended by the Dean of Students and Principal.

The following rules apply to all students participating in interscholastic athletic activities or attending team-related activities, including out-of-season camps or tournaments, and off-campus activities. These rules apply at all times throughout the school year, beginning with pre-season tryouts, extending to the last day of school, and including any summer team-related activities.

Eligibility for Upper School Students:

Academic Eligibility—Upper School students must maintain a grade point average of 2.0 to participate fully in our athletic programs. A student who is ineligible to participate in interscholastic athletics may not play, practice, or otherwise participate with the school sports team during the period of such ineligibility. The period of ineligibility will last until the end of the next grading period when report cards are issued.

A student in grade nine (9), ten (10), eleven (11), or twelve (12) must be eligible at the end of the grading period immediately preceding the sport season in which the student wishes to participate. If the student is ineligible at the beginning of the season, then the student may not try-out, or join, the team at any point during the season. All incoming 9th Grade students are eligible for the fall season.

Physical Examination—As mandated by the District of Columbia Municipal Regulations(DCMR), Subtitle A(Office of the State Superintendent of Education) of Title 5(Education), Chapter 27(Interscholastic Athletics), a student shall provide a physician’s certification that the student has been examined and found to be physically fit for the sport in which the student seeks to participate.

Athletic Team Commitment:

Once a student has committed to a team after one week of practice or games when school is in session, he or she is required to fulfill his or her obligation for the entire term in order to receive credit.

If, for some reason, a student decides to stop participating on a team, or the student is thrown off of a team, then he or she will not be permitted to join or participate in any other sport for the duration of that season.

Failure to fulfill his or her commitment, regardless of the timing (beginning, middle or end of the season), will result in a loss of athletic credit for the season and loss of eligibility to receive a varsity letter.

The Athletic Director will have the final say in determining athletic credit.

Attendance Requirement for Participation in Washington Latin PCS Upper School Athletics:

Participation in Washington Latin PCS Upper School Athletics requires school attendance. If a student is absent for no more than two periods with a legitimate excused absence, he or she may participate in athletics on that day. This policy is subject to the discretion of the Athletic Director and the Dean of Students.

Every player must attend every practice and every game (including any league or state championship(s) and/or post-season tournaments) in order to receive credit. Excused absences from school are also excused absences from athletics. Participation in after school athletics requires school attendance. If a student is absent for no more than two periods with a legitimate excused absence, he or she may participate in after school athletics on that day. This policy is subject to the discretion of the Athletic Director, the Dean of Students, and the Principal.

There are some programs that either have practices and/or games on Saturdays. It must be understood that Saturdays are a part of some programs, especially varsity programs. Missing practices or games for other club/AAU teams is not considered an excused absence. The Athletic Director must be informed by the Head Coach if a student has been granted leeway with respect to missing weekends or any practices.

If an athlete is injured, he/she must see the Athletic Director. If an athlete has an injury that requires rehabilitation, then this needs to be worked out with a trainer/doctor and coach. If a trainer/doctor wants the athlete to work with him during practice hours, then the athlete is required to attend. If an athlete is unable to begin rehab right away, then the athlete is expected to attend practice and observe unless the coach gives permission for the absence.

Only the following are considered excused absences:

- Documented illness
- Religious observance
- Family emergency or event (i.e. wedding, funeral, birth)

The Athletic Department asks that the coaches be notified as soon as possible if an unexpected absence is going to occur. Notification after the absence will not be excused.

Attendance for all practices, games, and post-season tournaments/meets is mandatory in order to receive athletic credit. Failure to meet any of the requirements set forth by the school and/or coaches will result in a failing grade for athletics and loss of credit for the season.

A student may not participate in a practice, or a game, when he/she is serving an in-school or out-of-school suspension. The student becomes eligible to participate on the next school day following the suspension. A SUSPENSION OF ANY TYPE WILL RESULT IN AN UNEXCUSED ABSENCE.

Two (2) unexcused absences from practice may result in immediate removal from a team and loss of credit for the season.

Transportation

The school provides transportation for athletic events. Whenever school transportation is provided, students must travel to and from events with their group unless parents have made prior arrangements with the Athletic Director or Principal. In no case is a student allowed to make his or her own arrangements with a coach.

If parents are in attendance at away games, their son/daughter may ride home with them or with another player's parents with permission. At no time are students to ride home with other students.

Participation on Athletic Teams Outside of School

Many students participate on club/AAU teams outside of school. The Athletic Department strongly encourages the students to get as much experience as possible. Playing on teams outside of school, along with their Washington Latin teams, can be very beneficial but also time consuming. Students and parents need to understand that there are commitments to be met with participation on more than one team. The Athletic Department feels that a student's school commitment must come first and that missing a school practice or game for a club activity is not acceptable and may result in unexcused absences, or loss in playing time.

Upper School Athletic Credit through Out of School Activities

Some students may wish to pursue other activities outside of school to fulfill their Upper School Physical Education/Athletic Graduation Requirement. Should a student wish to pursue such an activity outside of school time, the activity must be physical in nature.

Work with a personal trainer does not qualify for credit, nor does participation on a club or AAU team, unless the sport/activity is not offered at Washington Latin. The activity time commitment should be commensurate with on-campus athletic activities, which average 180+ minutes per week for at least an eight-week period. The activity must have a qualified coach and/or instructor.

A request for credit for out-of-school activities must be received before the activity begins, and any permission will be granted to receive credit. Requests should be made no later than two-weeks prior to the start of the corresponding sports season. For a fall request the deadline is September 15, winter is November 15 and spring is February 15.

Upper School physical education credit may be granted for out-of-school activities for one season only per year, at the discretion of the Athletic Director. Forms for this option may be obtained from the Athletic Director.

Before credit can be granted for approved out-of-school activities, a formal evaluation signed by the coach or instructor must be submitted to the Athletic Director at the end of the season.

Students with medical concerns must have their situations reviewed by the Athletic Director.

Varsity Letter

A varsity letter is an achievement that represents perseverance and success. Athletes receiving letters are subject to criteria for earning the letter. At Washington Latin the first criteria that needs to be satisfied is the student-athlete remaining academically eligible for the entire sport season. Coaches will communicate team specific criteria to earn a varsity letter.

In addition to the academic qualifier, all students who participate in Latin Athletics sign, and agree, to this contract at the beginning of the season that states that they will abide by all eligibility requirements, as well as, team standards developed by the coaching staff. If in the eyes of the Athletic Director and/or the Head Coach, an athlete does not satisfy the terms of the agreement, then a letter will not be awarded. This does not mean that the student will not receive credit towards graduation.

ALL policies are subject to the discretion of the Athletic Director.

Use this form ONLY to log your hours; it goes along with forms (A,B,C) or (B,C)

**Washington Latin Public Charter School
Community Service Hours Log**

Student's Name: _____ Year of Graduation: _____

This section is to be filled in each time service is completed and verified by the Agency Supervisor

Date of Service	Start Time	End Time	Hours to be Entered**	Agency per Accepted Proposal	Supervisor's Signature & Title

TOTAL HOURS: ***Hours must be listed by whole or half hour increments*

Student Signature: _____ Date: _____



This form is used for ONE-TIME ONLY Services whether done at WLPCS or an outside Agency.

Washington Latin Public Charter School
One-Time ONLY Placement

Student's Name: _____

Year of Graduation: _____ Date of Project/Event _____

Name of Organization: _____

Project/Event: _____

Purpose of Project/Event: _____

Total Hours: _____

Student's Signature: _____

Project/Event Supervisor's Name (Print) _____

Project/Event Supervisor's Signature: _____



Washington Latin PCS Community Service Partner Organization List

Capital Area Food Bank

Type: Food/Hunger

Website: www.capitalfoodbank.org

Contact: Shamia Holloway

Email: sholloway@capitalareafoodbank.org

Description: Volunteers will generally be used for sorting, storing and packing food. An adult must accompany 12-16 year olds.

DC Central Kitchen

Type: Food/Hunger

Website: www.dccentralkitchen.org

Contact: Carolyn Parham

Email: cparham@dccentralkitchen.org

Description: Students can help with a morning or evening meal production shift. Students can help process food, such as local produce, to be used in the next day's meal.

No Kid Hungry

Type: Food/Hunger

Website: www.nokidhungry.org

Contact: Sylvia Vidal

Email: svidal@strength.org

Description: Students take a pledge to get involved in the fight to end childhood hunger in their community.

Food and Friends

Type: Food/Hunger

Website: www.foodandfriends.org

Contact: Angela Gaudette

Email: agaudette@foodandfriends.org

Description: Students can help in the kitchen with slicing, dicing and packing. They can also help with the meal and grocery delivery with the assistance of an adult.

Brainfood Kitchen All Stars

Type: Food/Hunger

Website: www.brain-food.org

Contact: Carina Gervacio

Email: carina@brain-food.org

Description: Is a year-long, after school program where teenagers can learn about food, nutrition, cooking, and jobs in the food industry through activities, games, restaurant visits, cooking in their kitchen, and working with guest chefs.

Martha's Table

Type: General

Website: www.marthastable.org

Contact: Mara Lasko

Email: mlasko@marthastable.org

Description: There are numerous volunteer opportunities to fit every type of volunteer. Martha's Table's mission is to help at-risk children; youth, families and individuals in our community improve their lives by providing educational programs, food, clothing and enrichment opportunities.

Jill's House

Type: Children

Website: www.jillshouse.org

Contact: Rita Neagli

Email: rita@neagli.com

Description: Student will help with the children in assisting with program activities in small groups, crafts, or swimming in the pool. Many help with operational support such as food preparation, or planning crafts and activities, preparing the lodging areas for the children or doing small repair jobs. Others help with administrative tasks in the office during the week. You must be over 14 years old. They provide information/training sessions and if you want to join, they will be sure to place you in a spot that uses your gifts and matches your time availability.

Latino Student Fund

Type: Children

Website: www.latinstudentfund.org

Contact: Margaret Mountjoy

Email: mmountjoy@latinostudentfund.org

Description: Students would help with elementary and middle school programs. They would be asked to Commit to help for about 4 hours a week for a series of consecutive weeks.

For Love of Children

Type: Tutoring

Website: www.floc.org

Contact: Elizabeth Metz

Email: emetz@floc.org

Description: There are many ways in which you can make a difference in the lives of DC children; you don't need any experience to be a tutor. Every volunteer means one more student who can be served, so FLOC welcomes new tutors year-around.

Columbia Lighthouse for the Blind

Type: Children

Website: www.clb.org

Contact: Jocelyn Hunter

Email: jhunter@clb.org

Description: Students will help with Camp Lighthouse in June. This camp relies heavily on volunteer counselors to give one-on-one support to the campers. Volunteers assist campers with recreational activities such as swimming, arts and crafts, computer instruction and field trips. Student volunteers must be 16 years of age.

Higher Achievement DC Metro

Type: Tutoring

Website: www.higherachievement.org

Contact: Laura Selvey

Email: lselvey@higherachievement.org

Description: Students would help after-school to tutor middle school students. They provide comprehensive training and on-site support and you provide the commitment and the love of learning.

The HSC Pediatric Center

Type: Children

Website: www.hscpediatriccenter.org

Contact: Denise Bess

Email: dbess@hospsc.org

Description: The hospital is a unique place for volunteers who want to make a difference in the lives of children. As a volunteer, you play a very important role in helping their special kids prepare to return to their homes, schools, and communities. They are committed to matching your skills and interests with the wide variety of opportunities they offer. When you dedicate your time at The HSC Pediatric Center, they guarantee you will help make a difference in the lives of children! Student volunteers must be 16 years of age.

Children's National Medical Center

Type: Children

Website: www.childrensnational.org

Contact: Melissa Varner

Email: mvarner@childrensnational.org

Description: It takes only a small amount of time to make a big difference in a child's life – the time it takes to read a story, play a game, greet a family, or color with a child. As a Children's National Medical Center volunteer, you learn skills and meet friends while experiencing the special satisfaction that comes from seeing a child return your smile.

Sasha Bruce Youthwork, Inc.

Type: Children

Website: www.sashabruce.org

Contact: George Burton

Email: gwburton@sashabruce.org

Description: Volunteering at SBY provides an opportunity for groups and individuals to have a powerful and positive impact on the lives of young people and families in the District. A list of volunteer opportunities is special events, donation drives, tutoring, mentoring, group activities, maintenance work and administrative support. Both one-time experiences and ongoing positions are available.

Metro TeenAids

Type: Awareness

Website: www.metroteenaids.org

Contact: Tafari Ali

Email: tali@metroteenaids.org

Description: Metro TeenAIDS (MTA) is a community health organization dedicated to partnering with young people to end HIV/AIDS. During their 25+ years of service, MTA has provided education programs and prevention resources to well over 200,000 young people, family members, and youth workers in the Washington, DC Metropolitan area. A list of the volunteer opportunities they offer are safe sex kit assembly, youth center programming, volunteer tutoring and event volunteering.

SMYAL

Type: Awareness

Website: www.smyal.org

Contact: Cathy Chu

Email: Catherine.chu@smyal.org

Description: SMYAL supports and empowers lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth in the Washington, DC metropolitan region. Through youth leadership, SMYAL creates opportunities for LGBTQ youth to build self-confidence, develop critical life skills, and engage their peers and community through service and advocacy. Committed to social change, SMYAL builds, sustains and advocates for programs, policies and services that LGBTQ youth need as they grow into adulthood. There are different levels of volunteering that can fit your schedule. Their opportunities include; Youth Center staffing (Computer Labs, Events, etc.), office support in outreach, program preparation, communications and development, facilitating with discussion groups, planning and organizing for Pride season and other annual events.

Great and Small

Type: Animals

Website: info@greatandsmallride.org

Contact: Rachel Neff

Email: greatandsmallmd@gmail.com

Description: Great and Small offers therapeutic horseback riding and horsemanship lessons to riders of all ages with a wide variety of physical, emotional, sensory, and developmental challenges. Therapeutic riding teaches horsemanship and horseback riding skills to the participant while incorporating elements to enhance related goals, such as balance, strength, or sequencing.

Iona

Type: Senior living

Website: www.iona.org

Contact: Sarah Grogan

Email: sgrogan@iona.org

Description: Iona's mission is to support people as they experience the challenges and opportunities of aging. They educate, advocate, and provide community-based programs and services to help people age well and live well. Volunteer opportunities consist of adult day health center, administrative duties, special events, neighborhood programs, meal delivery and hand-on-helpers.

William Penn House

Type: Social Justice

Website: www.williampennhouse.org

Contact: Byron Sandford

Email: byron@williampennhouse.org

Description: William Penn House is a Quaker Center on Capitol Hill and is a place to learn and grow, a place to worship, a place to stay, a place to organize. We offer educational, organizational resources, service opportunities and hospitality for those who seek a better world. Volunteer opportunities are assisting the hospitality staff, assist an existing committee, building, computer skills and workcamps.

KidPower DC

Type: Children

Website: www.kidpowerdc.org

Contact: Grant Elliot

Email: grant@kidpowerdc.org

Description: Kid Power inspires youth leadership by promoting academic advancement, physical and emotional wellness, and positive civic engagement in underserved communities throughout the District of Columbia.

Youth Service Opportunities Project (YSOP)

Type: Children

Website: www.ysop.org

Contact: Sarah DeGrandpre

Email: sdegrandpre@ysop.org

Description: YSOP is committed to helping young people become part of the solution to societal problems by showing them how even their smallest actions can make a difference in the lives of others. Volunteers prepare and serve meals at soup kitchens; provide recreational activities and companionship to young, formerly homeless children; distribute food supplies at pantries.

Bikes for the World

Type: World Awareness

Website: www.bikesfortheworld.org

Contact: Yvette Hess

Email: Yvette@bikesfortheworld.org

Description: Bikes for the World (BfW) is a nonprofit organization based in the Washington, DC area and active nationally through partnerships, that collects bicycles, parts, and tools and delivers them to community programs in developing countries. The bicycles provide affordable transportation to laborers, teachers, students, farmers, health workers, small business owners, and others. The bicycles are donated to nonprofit organizations in receiving countries. The organizations recondition the bicycles and distribute them consistent with their missions, whether for access to employment, health care or education, and whether free or at a modest price. Income covers local expenses, including shipping of more bicycles from BfW. Any surplus is invested in the local community. "A bicycle can get someone someplace...like from poverty to self-sufficiency." If you want to volunteer and help them load a container or unload after a collection weekend, check their Loading Schedule on their website. They work out of three storage facilities and might be loading for Africa, Central America, or the Philippines.

Keen GreaterDC

Type: Children

Website: www.keengreaterdc.org

Contact: Beth Wenger

Email: programsDC@keengreaterdc.org

Description: KEEN Greater DC is a nonprofit volunteer-led organization that provides one-to-one recreational opportunities for children and young adults with **developmental and physical disabilities** at no cost to their families and caregivers. KEEN's mission is to foster the self-esteem, confidence, skills and talents of its athletes through non-competitive activities, allowing young people facing even the most significant challenges to meet their individual goals. Volunteering for KEEN is fun and offers opportunities for occasional participation, regular involvement, and leadership on our **coaches committee**. Volunteers don't need any prior experience working with individuals with disabilities – KEEN provides training prior to each session. Coaches don't need to be athletic, either. Their athletes will love you just as you are!

Little Falls Watershed Alliance

Type: Environment

Website: www.lfwa.org

Contact: Sarah Morse

Email: stormwater@lfwa.org

Description: They strive to bring neighbors together in order to build awareness, improve the natural habitat, protect our community's natural heritage, and enhance the community, enjoyment of the many creeks and forests in the watershed. To protect the fragile natural environment in lower Montgomery County and adjacent DC neighborhoods and to ensure that the natural spaces in our area persist for generations to come.

National Park Services

Type: Environment

Website: www.nps.gov

Contact: Lisa Struckmey

Email: lisa_struckmey@nps.gov

Description: When you get involved, you help ensure that national parks and programs are relevant. Your ideas add strength to the work we do every day to preserve special places and stories. **Civic engagement** is key to the National Park Service mission. There are many opportunities available to volunteer that require a wide variety of talents, skills and abilities.

National Mall and Memorial Parks

Type: Environment

Website: www.nps.gov

Contact: Jenn Kays

Email: jenn_kays@nps.gov

Description: There are many opportunities available to volunteer that require a wide variety of talents, skills and abilities. Please visit website and put in District of Columbia for opportunities and how to sign up or email Ms. Kays directly.

Rock Creek Park Horse Center

Type: Animals

Website: www.rockcreekhorsecenter.com

Contact: Loreen (Volunteer Coordinator)

Email: horsecenter@guestservices.com

Description: Rock Creek Park Horse Center is truly a gem in our nation's capital. Deep in the woods of Rock Creek Park, you can find peace in the company of horses and those who love them. For volunteer opportunities visit their website.

DC Public Library (Mt. Pleasant)

Type: Education

Website: www.dclibrary.org/mtpleasant

Contact: Ana Elisa de Campos Salles

Email: anaelisa.decampossalles@dc.gov

Description: DC Public Library offers regular and periodic volunteer opportunities for ages 14 and up. High school community service may be earned at a local library depending on project and supervisor ability. You must be 14 or older, and can complete up to five service hours per week. (They can't honor requests for lots of hours at the last minute, so please apply early!)

ACLU of the Nation's Capital

Type: Political

Website: www.aclu-nca.org

Contact: Beverly Miller

Email: Beverly@aclu-nca.org

Description: The American Civil Liberties Union (ACLU) is the nationwide non-profit, non-partisan organization devoted to ensuring free speech, equal rights, and other civil liberties. Their Mission has been to protect and expand civil liberties through legal action, legislative advocacy, and public education.

Teen Action

Type: Civic Engagement

Website: www.studentorgs.gwu.edu

Contact: Rebecca Rewald

Email: rprewald@gwmail.gwu.edu

Description: Teen Action is a part of a George Washington University student organization called DC Today...DC Tomorrow that runs a weekly after school program at WLPCS. The organization also plans community service trips to help Latin students complete his/her community service hours by the time he/she graduates.

NOTICE OF NONDISCRIMINATION

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

Students, parents and/or guardians having inquiries concerning Washington Latin's compliance with Section 504 or the ADA **as they apply to students or who wish to file a complaint regarding such compliance should contact** Khashiffa Roberts (kroberts@latinpcs.org, 202-223-1111, 5200 2nd Street, NW, Washington DC 20011) who has been designated by Washington Latin to coordinate its efforts to comply with the regulations implementing Section 504 and ADA as they relate to students.

For inquiries or to file a complaint regarding Washington Latin's compliance **with ADA, Section 504 as they relate to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as they relate to students, employees and third parties, please contact** Lacy Peale (lpeale@latinpcs.org, 202-223-1111, 5200 2nd Street, NW, Washington DC 20011) who has been designated by Washington Latin to coordinate its efforts to comply with the regulations implementing Section 504 and ADA as they relate to employees and third parties, and Title VI, Title IX, and Age Act as they apply to students, employees and third parties.

Notice of Procedural Safeguards and Grievance Procedures for Parents and Students

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator Khashiffa Roberts (kroberts@latinpcs.org, 5200 2nd Street NW, Washington, DC 20011, 202-223-1111).

Any person who believes that Washington Latin has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint pursuant to Washington Latin's Grievance Procedures. A copy of the grievance procedures can be obtained by request through, Khashiffa Roberts (kroberts@latinpcs.org, 5200 2nd Street NW, Washington, DC 20011, 202-541-1591).

Notice of Grievance Procedures for Employees and Third Parties

Employees who believe that Washington Latin has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint pursuant to Washington Latin's Grievance Procedures. A copy of the grievance procedures can be obtained by request through the Section 504/ADA coordinator, Lacy Peale (lpeale@latinpcs.org, 5200 2nd Street NW, Washington, DC 20011, 202-223-1111).

Grievance Procedure

Any person who believes that Washington Latin has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint to the designated individuals below.

Complaints involving students who attend Washington Latin may be submitted to Khashiffa Roberts (kroberts@latinpcs.org). Complaints involving Washington Latin employees or third parties may be submitted to Lacy Peale (lpeale@latinpcs.org). Both can be reached by phone at 202-223-1111, 5200 2nd Street NW, Washington, DC 20011.

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. Employees, students, parents, or third parties may use these grievance procedures. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

Washington Latin encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Washington Latin prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. Complainants may use the complaint form attached to the grievance procedure. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the Head of School, Martha Cutts, mcutts@latinpcs.org or by mail to 5200 2nd Street, NW Washington, DC 20011 within ten (10) business days after receipt of the response. The Head of School will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Head of School will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3

If the complainant is not satisfied with the decision of the Head of School he/she may appeal through a signed written statement to the school Board of Governors, (Chinesom Ejiasa, President chinesom@hotmail.com) within ten (10) business days of the receipt of the Head of School's response. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

COMPLAINT FORM

Date: _____

I. Name of Person on Whose Behalf Complaint is Being Brought:

Name of Person Bringing Complaint: _____

Relationship/Title: _____

Address: _____

Phone: _____

Alternate Phone: _____ Email Address: _____

SUMMARY OF COMPLAINT:

II.

If others are affected by the possible violation, please give their names and/or positions:

Your suggestions on resolving the complaint: _____

III. Please describe any corrective action you wish to see taken with regard to the possible violation. You may also provide other information relevant to this complaint.

Signature of Complainant Date

Signature of Person Receiving Complaint Date

WASHINGTON LATIN MIDDLE AND UPPER SCHOOL

Guidelines for Responsible Technology Use

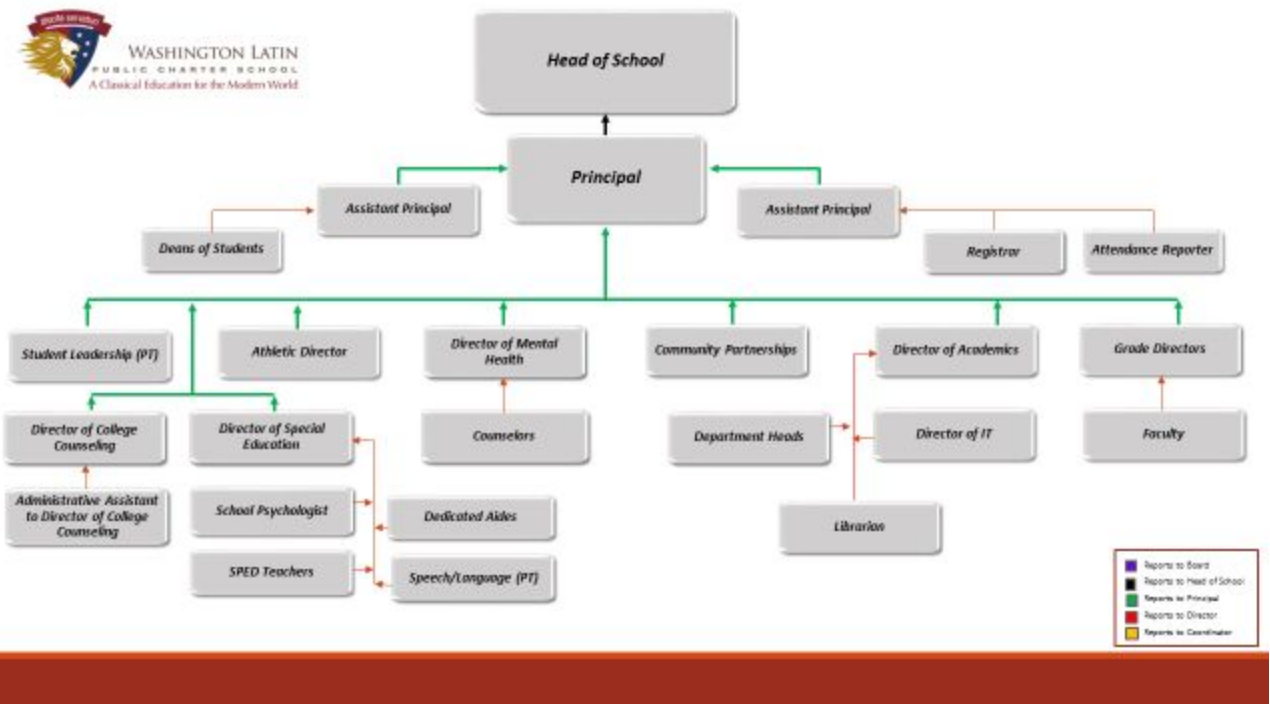
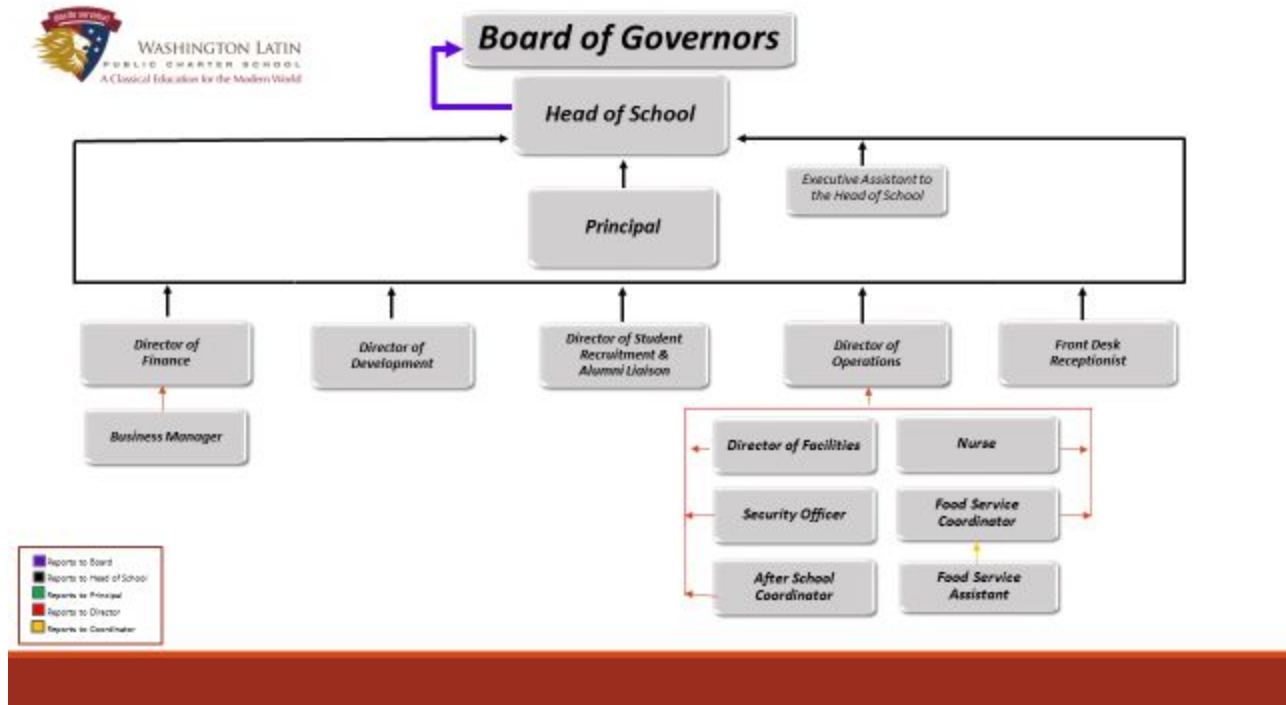
Please read the following guidelines. Both parents and students must sign this form and return it to the advisor/homeroom teacher as soon as possible.

Washington Latin expects appropriate and ethical use of the school’s technological resources consistent with the school’s mission and acceptable student behavior. Technology resources supplement the learning process and provide access to a diversity of experiences, opinions and cultural perspectives. On or off campus, use of technology potentially harmful to the Washington Latin community and/or that results in the disruption of the school, is strictly prohibited. Violation of these guidelines is taken very seriously.

- Students understand that technology in all of its forms on campus is provided for educational purposes only and that the school, at its sole discretion, restricts student use of computers for any other purpose.
- Students understand that the hardware and software on campus are the property of The Washington Latin School and that the school retains authority to gain access to any files on its servers and computers, including email.
- Students will respect the privacy of others. Students will not log into accounts (including email) or use files owned by others without permission.
- Students will not download, install, copy, or change software on Washington Latin-owned computers.
- Students will not intentionally access material that is pornographic or that advocates illegal acts, violence, or hatred toward any group of people using Washington Latin computers.
- Students will not use technology on or off campus to harass or participate in malicious behavior towards any person, including faculty, students, and staff of the Washington Latin community.
- Students will not intentionally produce, copy, or distribute any computer code or program designed to self-replicate, damage, or hinder the performance of any computer system or software.
- Students will not intentionally modify or destroy hardware that belongs to the Washington Latin School, including keyboards and monitors.
- Students will not attempt to breach the security system or disrupt the normal operation of the network.
- Students will acknowledge information and images obtained from the Internet as belonging to others using appropriate citation methods.
- Students will respect the intended privacy of email messages and will not tamper with the mail of others or circulate or distribute email messages of any sender without permission. Students will not misrepresent themselves as another person in electronic communications.
- Students will not take images of staff or fellow students on campus or during school sponsored events and post them on public access sites. Parents give The Washington Latin School express permission to video and photograph students for publications and/or the website.

By signing below, you acknowledge understanding and acceptance of the aforementioned guidelines:

Parent/guardian: _____ Student name: _____ Grade: _____
 Signature: _____ Signature: _____



**Washington Latin Public Charter School
Family Handbook
2016-17**

School Mission:

Washington Latin Public Charter School is committed to providing a challenging, classical education that is accessible to students throughout the District of Columbia.

All students and parents need to become familiar with the guidelines for expected behavior and the consequences for failure to live up to these expectations. Please read this booklet carefully, then sign below and return this page to your advisor.

I have read the WLPCS Family Handbook, understand what is expected, and I am committed to living up to and supporting the standards for behavior outlined.

Student's Name

Student's Signature

Date

Parent/Guardian's Name

Parent/Guardian's Signature

Date

Please note that it is crucial for the school to maintain up to date contact information for each family. Please provide the most current information below, and contact us immediately if this information changes.

Parent/Guardian Name(s): _____

Street address(es): _____

Telephone (home): _____

Telephone (mobile): _____

Email: _____