



WASHINGTON LATIN

PUBLIC CHARTER SCHOOL

# EMPLOYEE HANDBOOK

**SCHOOL YEAR 2019 - 2020**

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## **Dear Faculty and Staff,**

It is my pleasure to share with you this most recent edition of the Washington Latin Public Charter School Employee Handbook. I hope that you find it helpful in providing support, as well as guidance, during your tenure with the School.

In the pages that follow you will find not only the rules and regulations which govern our community, but also a sense of the aspirations which inform and shape who we are. Successful communities create norms which allow their members to work with a confidence which comes only when every member clearly understands the rights, limits and responsibilities necessary to live and work together. This Handbook seeks to provide those to you, together with a sense of how they relate to the aspirations of this special community.

There is much herein devoted to your individual responsibilities. Many of the regulations and policies you will find have been developed through a mixture of common sense and legal requirements, and, perhaps more importantly, through the unique experiences you might have had as an employee of the School. The team which developed this most recent edition of the Handbook remained diligent in their efforts to shape the rules to fit the realities which you face.

You should know, “nothing is written in stone.” The world changes, situations change, and responsibilities change accordingly. For that reason, you should never look on this Handbook as a set of divine edicts. It is rather an important first step which can lead to discussions and possible change when a situation calls for that conversation. You should know that there are defined steps for situations in which you may wish to discuss the effects of particular rules. I encourage you to enter into those discussions when your personal experience has taught you such discussions are needed.

There are also many sections of the Handbook devoted to your rights as an employee. You should review those pages carefully. In some cases, you might find a strongly-stated warning about the abuse of certain rights, but in every situation, there is a common-sense or legal reason for that stated warning.

Please take note of the various benefits that are listed. Some are provided by law and are listed as such in a separate section. Others are provided by the School leadership as an important component necessary to maintaining community. Many of the latter benefits are so familiar and so commonplace that you might never have given them much thought. They are nonetheless part and parcel of the School’s desire to support its employees strongly. You may see them as a manifestation of the aspirations of the School, for that is what they are.

Thank you for taking the time to review this edition of our Handbook. I trust that it will be an important tool in helping to further our mission as an organization.

Sincerely,



Peter Timothy Anderson  
Head of School

*Revised and Updated as of August 12<sup>th</sup>, 2019*

## **ABOUT THE HANDBOOK**

Washington Latin Public Charter School believes strongly in an open door, open communication policy. This Handbook is intended to be a means of communicating the School's policies and procedures, so that you, as an employee, may understand how the School operates. This Handbook is not intended to be, nor should it be interpreted as, a written contract between the School and its employees. Neither is it a guarantee of continued employment. It is, quite simply, a source of information.

The information in this Handbook supersedes all prior policies and procedures. Every employee is subject to the policies and procedures set forth in this Handbook, except as otherwise may be provided for under individual contracts.

If you have any concerns regarding this Handbook, or if you foresee a problem in the School's policies which might interfere with your ability to carry out your responsibilities, you are encouraged to discuss that problem with your supervisor, to resolve the issues. If your immediate supervisor is not able to answer your questions regarding the interpretation or application of this Handbook, you should feel free to contact the next higher level of supervision, up to and including the Head of School.

If the steps above fail to meet your needs, you have the right to file an official grievance with Human Resources or the Head of School. The procedures for handling a formal grievance are outlined later in this Handbook. The School reserves the right to suspend, modify, or amend any policy or procedure at any time.

## **MISSION STATEMENT**

Our mission is to provide a challenging, classical education that is accessible to students throughout the District of Columbia. We seek to develop students who will become thoughtful citizens and leaders, contributing to the public good in their lifelong quest towards a fuller humanity. Ours is a school where words matter, ideas matter, and people matter.

## **GOVERNANCE**

### **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*. Washington Latin operates under a public charter granted by the District of Columbia Public Charter School Board.

### **The Board of Governors**

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 fifteen (15) voting members called "governors."

## **Accreditation**

Every charter school must obtain accreditation from an accrediting body approved by DC PCSB by the end of its ninth year of operation. Washington Latin is accredited by AdvancEd, a non-profit, non-governmental organization that accredits elementary and secondary schools throughout the United States and internationally. We undergo reaccreditation every five years. Our accreditation was renewed most recently in March 2018. More information about accreditation and about this accrediting body can be found at <http://www.advanced.org/>.

## **ADMINISTRATIVE STRUCTURE**

### **Head of School**

The Head of School is appointed by and serves at the direction of the Board of Governors. The Head of School is responsible for the effective administration of the school subject to the authority granted by the Board. The Head oversees the general management of all academic and administrative operations of the School. The Head of School has the authority to prescribe and direct the course of study, the discipline to be observed in the School, and the assessment of student performance in consultation with the Board of Governors and is responsible for all required reporting to regulatory entities within the District of Columbia and elsewhere. The Head of School employs and discharges all personnel, prescribes their duties and terms of office, sets their salaries and ensures that reviews of all personnel are conducted regularly.

### **Senior Leadership Team (SLT)**

In the execution of the Head of School's plenary duties, the Head of School vests certain responsibilities in other senior administrators who exercise authority over the various provinces of the School's affairs. The Senior Leadership Team is comprised of the Principal, the Assistant Principal for School Life, the Assistant Principal/Director of the Middle School, the Director of the Upper School, the Assistant Director of the Middle School, the Director of Finance, the Director of Operations, the Director of Development and Communications, the Director of Student Support, the Director of Student Recruitment and Alumni Liaison, the Director of College Counseling, the Director of Athletics, and the Director of Mental Health.

### **Senior Management Council (SMC)**

A subset of the Senior Leadership Team works most closely with the Head of School in his/her work with the Board of Governors. They meet as a group more regularly than the full SLT to address strategic issues and concerns and to help guide to school-wide decisions. They include the Principal, the Assistant Principals, the Director of the Upper School, the Director of Finance, the Director of Operations, the Director of Development and Communications, and the Director of Athletics.

### **Principal**

The Principal is the chief academic officer of the School and the primary administrator for grades five through twelve. S/he is also responsible for the management of the day-to-day student experience. The Principal works with the Upper and Middle School Directors in the development, implementation and oversight of the curriculum; the setting of standards and benchmarks for each course; the selection of books and other course materials; and the assessment and reporting of student

progress. The Principal works closely with the Upper and Middle School Directors, the Director of Student Support Services and the Director of College Counseling to ensure that the school program supports the teaching and learning of students. The Principal works closely with the Assistant Principal for Student Life, the Director of Student Support Services, the Director of Athletics, the Department Chairs and Coordinator for Afterschool Programming to ensure that the holistic needs of students are met.

### **Assistant Principals**

The Assistant Principals work closely with the Principal. The Assistant Principal of Academic Operations is responsible for ensuring compliance with various regulatory and oversight entities, creating student schedules, and managing the annual assessment program, supporting the enrollment process and managing the student information system, PowerSchool. S/he is also responsible for overseeing the work of the Data and Assessment Manager, who is responsible for arranging for substitute teachers, gathering and analyzing student data, and the Registrar. The Assistant Principal for Student Life is responsible for discipline and various experiences that impact school culture. S/he supervises the Deans.

### **Directors of the Upper and Middle School**

The Director of the Upper and Middle School are charged with ensuring that students, in the grades which they oversee, can thrive in the academic program, learning to the best of their abilities and navigating the social demands of being teenagers or pre-teens. The Directors supervise the teachers in their respective divisions and are responsible for helping them develop their instructional skills. They also work with Deans on issues of discipline and student life. The Directors are the primary parent liaisons in the administration.

### **Director of Finance**

The Director of Finance is the chief financial officer of the school and serves as the Head of School's chief advisor on matters of the School's financial resources, human resource matters, federal funds management, and procurement. In this capacity, the Director monitors and reports upon the financial condition of the School and minds its fiscal health and solvency. The Director is also the chief liaison with governmental entities regarding financial and regulatory compliance.

### **Director of Student Support Services**

The Director of Student Support Services manages: (1) the Special Education Department, which coordinates all interventions and support for students with specialized services, such as Individual Education Plans (IEPs) and 504 Plans; and (2) the Mental Health Department, which evaluates and supports the academic, social and emotional well-being of students. The Director is supported by The Assistant Director of Student Support Services, the 504 Coordinators, and the At-Risk Program Manager, and the support teachers/case managers. The Directors of Student Support Services assists general education teachers in understanding and providing required services for special education students and work to ensure all students receive the academic and counseling support needed to succeed. S/he maintains records of services provided and assists in compliance reporting for special education. The Director is the lead contact for the school in the "Child Find" policy and works with the Student Intervention Team to identify and support appropriate Tier 2 and Tier 3 interventions.



### **Director of Student Recruitment and Alumni Liaison**

The Director of Student Recruitment and Alumni Liaison is responsible for reaching out to prospective families regarding enrollment at the School, as well as responding to inquiries and requests for information and tours. The Director supervises student recruitment and directs the admission process. As an liaison to alumni, the Director works with the Director of Alumni and Summer Engagement to keep graduates connected to the school and to provide them with ongoing support.

### **Director of Operations**

The Director of Operations helps to create and maintain the infrastructure that supports the academic program. The Director is responsible for non-academic student services such as transportation and food services. S/he is responsible all matters related to the facility's upkeep and operations, including equipment, furnishings, utilities, and supplies. The Director ensures that the physical plant is in good condition and supervises all support staff, including building maintenance personnel. S/he also manages the use of the building by both inside and outside groups.

### **Director of Development and Communications**

The Director of Development and Communications works with the Head of School and the Development team to create a culture of philanthropy and to raise money from individuals, corporations, and foundations. The Director also oversees external and internal communications, including the School's website, weekly communications, social media, print materials, the school's image bank, and coordinating media outreach.

### **Director of Athletics**

The Director of Athletics manages and oversees the school's intramural and interscholastic programs, including supervising and supporting coaches, developing schedules for each sport, and supervising the school's Athletic Trainer and Assistant Director for Athletics.

### **Director of College Counseling**

The Director of College Counseling is responsible for developing and managing a program that ensures that students have access to the information and receive the guidance necessary to develop detailed and comprehensive post-secondary plans. The Director manages the team that supports students to apply, enroll, and graduate from a post-secondary institution.

## **GENERAL CONDITIONS OF EMPLOYMENT**

### **Offer of Employment**

The issuance of all offers of employment – to administration, faculty and staff members alike – is the prerogative of the Head of School. In the second semester of each year, the Head of School will, at his/her sole discretion, tender to returning faculty members new offer letters outlining duties, compensation, and benefits for the next employment period. The letter (or additional written correspondence) will stipulate a time within which the faculty or staff member may accept or decline the offer. A faculty member's duties and/or teaching assignment may be altered during the school year at the Head of School's discretion. The Head of School reserves the right, again at his/her sole discretion, not to invite an employee to return for the following year. All Washington Latin employees are considered *employees at-will*.

### **Statement on Nondiscrimination**

The School provides equal employment opportunities on the basis of merit and without discrimination based on race, color, marital status, religion, gender, sexual orientation, age, national origin, veteran status, genetic information, citizenship, or physical or mental disabilities which do not prevent performance of essential job tasks. For further information, see the sections of the handbook on “Standards of Conduct” and Appendix A.

### **Diversity Statement**

Washington Latin Public Charter School is committed to fostering, cultivating and preserving a culture of diversity and inclusion. Diversity is an essential School value, critical to the fabric of our School's culture. The collective sum of the individual differences, life experiences, knowledge, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only our culture, but our reputation and achievement as a school.

We embrace and encourage our employees’ differences in age, color, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

Washington Latin’s diversity initiatives are applicable—but not limited—to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; transfers; social and family programs; and the ongoing development of a work environment built on the following expectations:

- Respectful communication and cooperation between staff.
- Teamwork and staff participation, permitting the representation of all groups and employee perspectives.
- Work/life balance through flexible work schedules to accommodate employees’ varying needs.
- Contributions to the communities we serve to promote a greater understanding and respect for the diversity beyond our walls.

The staff of Washington Latin have a responsibility to **always** treat others with dignity and respect. Employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other school-sponsored and participative events.

Any employee found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action.

Employees who believe they have been subjected to any kind of discrimination that conflicts with the school’s diversity policy and initiatives should seek assistance from a supervisor, the Head of School or the Human Resources representative, working with the Business Office. See more below on Standards of Conduct.

### **Form I-9 Compliance**

Every applicant must, prior to beginning employment, complete an I-9 form declaring that he or she is a citizen of the United States or is otherwise legally permitted to work in the United States. The applicant must provide proof of citizenship or a work permit, as appropriate. If the employee, at any time, cannot verify the employee's right to work in the United States, Washington Latin will terminate the employee's employment.

### **Background Checks**

It is essential that the School create and maintain a safe environment for students, employees and visitors. The School requires that all employees – whether full-time or part-time, permanent or temporary – provide personal descriptive information to obtain criminal history record information periodically for the purpose of screening individuals who accept an offer of employment. The Head of School or the Head of School's designee shall conduct checks into the criminal and sex offender history of every person offered employment at hiring and annually, and the offer will be contingent on a satisfactory completion of the background check.

### **Compensation**

The Head of School or his/her designee, generally the employee's supervisor, will review the performance of every employee annually. Adjustments to compensation are determined by the Head of School and will be communicated to the employee in writing before the new employment period begins.

### **Wage Assignments (Garnishments)**

The School will notify any employee of any garnishments of or court-ordered deductions from the employee's compensation.

### **Error in Pay/Time Corrections**

If an employee believes an error has been made, either in favor of the School or the employee, the employee shall inform the Business Office immediately so the School can remedy the mistake. The School shall have the right to collect any overpayments made to an employee.

### **Employee Attendance and Punctuality**

Supervisors are responsible for monitoring employee attendance and notifying the Business Office when an employee is close to exhausting the allotment of personal time off. Attendance and punctuality are important. Habitual tardiness or absenteeism may result in discipline including, but not limited to, written warnings, pro-rated docking of pay and/or termination.

### **Return of School Property**

All School property that an employee has, including, but not limited to, office supplies, curriculum materials, computer equipment, mobile phones, keys, fobs and parking passes shall be returned to the School on the employee's last day of employment. In addition, materials of any kind purchased with School funds are School property and shall be returned to the School on the last day of the employee's employment. Employees shall be responsible for any lost or damaged items. With respect to the materials and items that the employee is to deliver to the School on the last day of

employment, the School reserves the right to require the employee to deliver such items and materials prior to the last day of employment. For School property that an employee has not returned by the last day of employment, the employee will be responsible for compensating the School for the value of the School property.

### **Expense Reimbursement**

Employees will be reimbursed for expenses paid by them directly related to the execution of their duties. Employees must seek **prior** approval for such reimbursements and must not assume ahead of time that a reimbursement request will be accepted automatically. All requests for reimbursements for purchases intended for use in academic instruction must be approved *in advance* by a budget manager of department director. All other requests, including professional development expenses, must be approved by the employee's supervisor. Employees must complete the appropriate voucher form and attach all receipts and should be submitted to the business office within 90 days. *Note that if an expense reimbursement is submitted after 90 days of the purchase, the school may not be able to issue a reimbursement.*

### **Holidays**

All full-time employees have paid holidays when the school is closed over the Thanksgiving, Winter and Spring breaks. Office staff may, however, be asked to cover up to two days, if needed, during the Winter and Spring vacations and receive compensation time during the regular school year. In addition to these breaks, the School observes holidays including but not limited to Columbus Day, Labor Day, Memorial Day, Martin Luther King, Jr. Day, and others indicated in the School calendar posted on the School's web site.

For all such School breaks and holidays, all regular, non-exempt full-time employees in good standing will receive holiday pay of their normally scheduled work day at their regular rate. An employee will not be entitled to holiday pay if the employee is on a leave of absence when the holiday occurs.

The School recognizes that there may be religious holidays that employees would like to observe which are not part of the holiday/break calendar of the School. Employees may take up to three (3) paid days annually for personal holidays. Personal holiday must be scheduled at least five (5) days in advance with the employee's supervisor.

### **PAID TIME OFF (PTO)**

Employees are expected to be present on each regularly scheduled workday during the academic year. The School recognizes, however, that illness or the need to attend to pressing personal matters may prevent an employee from being in School. The School, therefore, provides PTO for all instructional and non-instructional staff. All PTO requests must be approved at least one week in advance by the supervisor, except for emergencies. Only in unusual and pressing situations would PTO days be granted directly before or after a scheduled school vacation. Instructional staff members (employees who teach) are expected to take time off only during the vacation times indicated on the academic calendar. Instructional staff taking time off on class days disrupt the education of students

and cause a strain on the school. Instructional staff have ample vacation days during scheduled school vacations which include the holiday break at the end of the calendar year, a spring break in March or April, and a summer vacation following the completion of all job responsibilities in June.

Ten-month employees are granted eight (8) PTO days. Eleven-month employees are granted eleven (11) PTO days. Twelve-month employees are granted twenty (20) PTO days. For other contract length arrangements, the Letter of Employment will specify the exact number of PTO days granted.

### **Leave Tracking System**

*Instructional staff members* must submit PTO requests, including requests for religious observance days, using the electronic “Coverage Request Form” located in “THE FOR(U)M”. PTO requests over two (2) days must be emailed to the Principal for approval as well. The Substitute Manager will send a confirmation email to the employee once the request is approved, with a copy to the employee’s supervisor, and to Human Resources for tracking purposes.

For an anticipated absence, the teacher is responsible for giving lesson plans to the substitute teacher before the absence. Teachers who are absent are expected to work closely with the Substitute Manager to ensure that there are appropriate materials and easy-to-follow plans insofar as is possible. Teachers need to be sure their sub will also be covering non-classroom duties, such as supervision at breaks or lunch. Teachers are discouraged from taking personal days immediately before and after holidays or vacations and are required to obtain prior approval from their supervisor to take personal days during these time periods.

*For emergency PTO requests*, the Substitute Manager will notify Human Resources for PTO tracking purposes.

Note that if a teacher will only be absent for one or two periods in a school day, colleagues may be asked to assist with this coverage.

*Administrative staff members* (twelve-month or eleven-month employees) must email PTO requests, including religious observance days, to the employee’s supervisor and to Human Resources (hr@latinpcs.org). The employee’s supervisor will send a confirmation email to the employee once the request is approved, with a copy of the email to Human Resources for tracking purposes.

*For emergency PTO requests*, the supervisor will notify Human Resources for PTO tracking purposes.

NOTE: Administrative staff members who teach a class must submit the PTO request using the electronic “Coverage Request Form”, located in “THE FOR(U)M, then it goes to the Substitute Manager to obtain coverage for instructional time.

If an employee goes over the granted days stated in the Letter of Employment, the additional days taken will be deducted from the employee’s paycheck. Paid personal/sick days must be used in the

school year that they are earned. Any paid personal/sick days that are not used by the end of the school year will not carry over to the following school year.

### **Family and Medical Leave**

In accordance with the Family and Medical Leave Act of 1993 and the District of Columbia FMLA (“FMLA”), any employee who has completed one year of continuous service is eligible to take sixteen (16) weeks of family leave and sixteen (16) weeks of medical leave within a twenty-four (24) month period. Eligible employees may take up to twenty-six (26) weeks of military caregiver leave to care for a covered service member with a serious injury or illness during a twelve (12) months period.

Employees may take medical or family leave for the following reasons:

- Birth of the employee’s son or daughter (employee may take leave anytime within 12 months of birth);
- Placement of a son or daughter with the employee for adoption or foster care (employee may take leave anytime within 12 months of placement);
- To care for his or her spouse, son or daughter, or parent with a serious health condition;
- The employee’s own serious health condition which renders the employee unable to perform the functions of his or her position; or
- For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

As a matter of school policy, for any twelve-month (12-month) period as determined for purposes of FMLA, during the first five (5) weeks of FMLA leave (or the equivalent of two and a half pay periods), the School will pay the employee the employee’s regular compensation. Any holidays, school breaks or other days for which the School would otherwise pay the employee that occur during those five weeks shall be counted towards the five weeks. For example, if the five weeks included a legal holiday such as summer vacation, summer vacation would count towards the five (5) weeks.

While on FMLA leave, employees will continue to be enrolled in the School’s health insurance plan and the School will pay 100% of the monthly health insurance premium up to 16 weeks of FMLA in a 12-month period. Thereafter the employee will continue to be responsible for paying the same portion of the monthly health insurance premiums as the employee when on FMLA leave. Failure to pay the employee portion of the health insurance premium may result in cancellation of the employee from the health insurance plan.

Employees with a long-term disability may be eligible for extended unpaid leave of up to twelve (12) months, subject to a funding availability and the approval of the Head of School.

### **Bereavement Leave**

An employee will be allowed up to three days of paid leave in the event of a death in his or her immediate family. The term “immediate family” shall be construed to mean spouse, domestic partner or other person with whom the employee regularly cohabits, child, stepchild, father, stepfather, father-in-law, mother, stepmother, mother-in-law, sister, stepsister, sister-in-law, brother, stepbrother, brother-in-law, son-in-law, daughter-in-law, grandparent, grandchild or some other close relative of the employee.

### **Jury Duty**

All employees will be granted paid leave when summoned for jury duty. Any employee required to serve on jury duty must notify his or her supervisor as soon as he or she is summoned. Employees will submit proof of jury service to the business office for inclusion in payroll records.

### **Military Leave**

The School will follow all federal and District laws regarding the compensation and employment status of any employee who is called into the service of the armed forces of the United States.

### **Employment Classification**

Administrators, teachers and staff members working at least thirty (30) hours per week on a permanent basis are considered *regular full-time* employees and receive their salaries over the course of twelve (12) months (twenty-four pay periods ending on the 15<sup>th</sup> and on the last day of each month). All regular full-time employees qualify for all employee benefits.

Employees working fewer than thirty (30) hours per week are classified as *regular part-time* employees. Regular part-time employees who work more than thirty hours per week are considered *qualifying part-time employees*. Qualifying part-time employees are eligible for healthcare benefits. For all other regular part-time employees, the Letter of Employment will specify any eligible benefits. Temporary employees, those employed for six months or fewer, are *part-time* employees and are not eligible for benefits. Substitute teachers and tutors are considered part-time employees.

### **BENEFITS**

Subject to the terms of any plans, Employees who work at least thirty (30) hours per week are offered the following benefits:

- **Health, dental & vision coverage**  
Washington Latin will pay 75% of the base plan premium for the employee and dependents. Health premium increases paid by employees will be capped at 7.5%.
- **403b retirement accounts with TIAA-CREF**  
Washington Latin will match up to 4% of employee salary, per pay period, after six (6) months of employment.
- **Life Insurance • Long-Term Disability Insurance • Computer Purchase Loan Policy**  
Washington Latin will pay 100% of the premium for life insurance.  
Washington Latin will pay 100% of the premium for long-term disability insurance.  
Washington Latin Computer Loan Program affords faculty and staff the opportunity

to purchase a computer and to repay the loan at a zero (0) interest rate over eight (8) months. The responsibility of the employee is outlined in a computer loan agreement.

- **Transportation Stipend**

Washington Latin PCS will pay Metro fare subsidy through SmartTrip/Smart benefits of up to \$85.00 per employee per month for those who choose public transportation.

- **Lunch**

Washington Latin PCS makes lunch available to all employees every school day at no charge (Who says there's no free lunch?)

- **Paid Leave**

During the first five weeks of FMLA leave, Washington Latin will pay regular compensation to the employee. While on FMLA leave, employees will continue to be enrolled in the School's health insurance plan and the School will pay 100% of the monthly health insurance premium up to 16 weeks

- **Tuition Assistance**

Washington Latin PCS makes available an education assistance program to employees that meet the requirements.

- **Self-Directed Professional Growth**

In addition to professional development opportunities prescribed and/or approved for staff during the school year, Washington Latin offers full-time teachers, deans and counselors, the opportunity to design self-directed personal or professional growth experiences for the spring or summer break. These experiences are approved by a committee.

- **Sabbatical program**

Selected faculty members may take job-protected leave for periods of time between 8 weeks and 6 months (a sabbatical). Teachers are eligible for sabbaticals after seven years of teaching at Washington Latin.

Many of the benefits described in this handbook, including insurance benefits, retirement plans, etc., are also the subject of detailed written plans and policies which are available for employees' review upon request. If a question arises about the nature and extent of plan benefits or if there is conflicting language in the benefit plan documents and this handbook, the formal language of the benefit plan documents govern. The information in this handbook about plan benefits is intended only for general information purposes.

## **CODE OF ETHICS**

Each Washington Latin employee, upon accepting a letter of employment, assumes several obligations, one of which is to adhere to a set of principles which defines professional conduct. Washington Latin Public Charter School, as a local education agency (LEA), has adopted, as follows, the Model Code of Ethics for Educators established by The National Association of State Directors of Teacher Education and Certification. It is applicable to all full-time, part-time and temporary employees (hereafter referred to as professional educators)



## **Principle I: Responsibility to the Profession**

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

*The professional educator demonstrates responsibility to oneself as an ethical professional by:*

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

*The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings

*The professional educator promotes and advances the profession within and beyond the school community by:*

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

## **Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

*The professional educator demonstrates commitment to high standards of practice through:*

1. Incorporating into one's practice school<sup>1</sup>, D.C. and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

*The professional educator demonstrates responsible use of data, materials, research and assessment by:*

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with LEA policy, D.C. and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

*The professional educator acts in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

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<sup>1</sup> Including the Washington Latin Academic Indices

### **Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

*The professional educator respects the rights and dignity of students by:*

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

*The professional educator demonstrates an ethic of care through:*

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

*The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed D.C. and federal laws and local policies.

#### **Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

*The professional educator promotes effective and appropriate relationships with parents/guardians by:*

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

*The professional educator promotes effective and appropriate relationships with colleagues by:*

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with LEA policies and D.C. and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

*The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or LEA within the community and in public communications.

*The professional educator promotes effective and appropriate relationships with employers by:*

1. Using property, facilities, materials, and resources in accordance with LEA policies and D.C. and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, LEA level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

*The professional educator understands the problematic nature of multiple relationships by:*

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to volunteers, fellows, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

### **Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

*The professional educator uses technology in a responsible manner by:*

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per LEA policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and D.C. public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

*The professional educator ensures students' safety and well-being when using technology by:*

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with LEA, D.C., and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

*The professional educator maintains confidentiality in the use of technology by:*

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

*The professional educator promotes the appropriate use of technology in educational settings by:*

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

## **STANDARDS OF CONDUCT**

The Model Code of Ethics informs the Standards of Conduct outlined below. Washington Latin always expects each employee to maintain the highest standards of conduct and to act in a mature and responsible manner. Employees must not engage in activities which violate federal or D.C. laws or which, in any way, diminish the reputation, integrity, efficiency or discipline of the school.

In the sections below, you will find more details about a variety of policies. However, the grid below lays out specific guidance regarding expectations for employee conduct. Note that failure to meet these expectations could place you and the school at risk. Given this, the school may take disciplinary action against those who disregard these standards, including termination of employment and referral to law enforcement.

If you have questions and concerns about what is acceptable or unacceptable, we urge you to speak with the Head of School, the Principal or one of the Assistant Principals.



## Expectations for Employee Conduct

Category	Unacceptable behaviors	Acceptable behaviors	Be careful about
Physical conduct	<ul style="list-style-type: none"> <li>• Using physical force as means of discipline (grabbing/hitting students, or other means of restraint, i.e. tape, etc.)</li> <li>• Pulling, pushing, kicking, tripping</li> <li>• Sexual misconduct (any act or conduct directed towards or with a child or a student of a romantic or sexual nature)</li> <li>• Kissing on the lips</li> <li>• Hugging a student out of sight of other adults</li> <li>• Prolonged hugs</li> <li>• Tickling</li> <li>• Physical “horseplay” / “play wrestling”</li> <li>• Giving massages</li> <li>• Holding hands</li> <li>• Exposing oneself (even in a locker room) in front of students</li> <li>• Touching males and females in a different fashion (for example: hugging females and not males)</li> <li>• Any unwanted touch</li> </ul>	<ul style="list-style-type: none"> <li>• Open-handed pats on the back</li> <li>• Fist bumps</li> <li>• High fives</li> <li>• Handshakes</li> <li>• Side hugs</li> <li>• Standing in front of a student to prevent him/her entering a class</li> <li>• Ushering a pupil away from a scene using a hand placed on the back</li> <li>• Physically assisting hurt student (with permission)</li> <li>• Using verbal cues or hand gestures to get a student's attention</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusting students' clothing</li> <li>• Cultural/personal factors</li> <li>• Physically "handling" students to demonstrate particular techniques or actions in a PE class or as a part of a coaching lesson</li> <li>• Personal space</li> </ul>
Verbal interactions	<ul style="list-style-type: none"> <li>• Comments about body parts</li> <li>• Compliments about physical appearance (including dress)</li> <li>• Swearing in front of (or about) students</li> <li>• Disclosing personal information with your students about your history and your relationships</li> <li>• Inappropriate jokes</li> <li>• Verbal, or written intimidation, taunting, name-calling</li> <li>• Personal disclosures of a sexual or erotic nature</li> <li>• Sexualized dialogue or suggestive comments directed to a specific student or group of students</li> <li>• Requests for affection - give me a hug, give me a kiss, etc.</li> <li>• Shouting, personal attacks or insults (i.e., lack of civility)</li> <li>• Use of epithets in casual conversation (rather than for an express and justifiable educational purpose)</li> </ul>	<ul style="list-style-type: none"> <li>• Making comments as general as possible</li> <li>• Giving students feedback</li> <li>• Public "shout-outs" and affirmations</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling students, especially about sexual or romantic matters</li> <li>• Sharing personal political or religious beliefs/views</li> <li>• Jokes</li> </ul>



<b>Category</b>	<b>Unacceptable behaviors</b>	<b>Acceptable behaviors</b>	<b>Be careful about</b>
Contact outside of school	<ul style="list-style-type: none"> <li>• Inviting a student to one's home without other adult/parent chaperone</li> <li>• Going to a student's home without other adult/parent chaperones</li> <li>• Arranging for out of school contact without a parent's knowledge/permission</li> </ul>	<ul style="list-style-type: none"> <li>• Consulting with principal or Head of School before hiring a student as a babysitter</li> <li>• Tutoring a student in a public location (like coffee shop, library, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Social activities with one or a small group of students</li> </ul>
Email	<ul style="list-style-type: none"> <li>• Using personal email to communicate with students Being informal, familial or unprofessional in email communication</li> </ul>	<ul style="list-style-type: none"> <li>• Using school email to communicate with students</li> <li>• If students use personal email to reach out to you, respond using your school account</li> <li>• Copying parents and/or school administrators on any email communication about which you might be concerned •</li> </ul>	
Text/Phone	<ul style="list-style-type: none"> <li>• Using personal cell phone to take pictures of students</li> <li>• Discussing personal matters with a student on the phone</li> <li>• Texting or having phone calls with students too early in the morning (before 7:00 a.m.) or too late in the evening (after 8:00 p.m.) unless there are compelling extraneous circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Logging all phone calls with students</li> <li>• Using Google Voice to communicate via text/phone</li> <li>• Using a service like Remind for text messaging</li> <li>• Using a school camera to take pictures in the classroom or on a field trip</li> <li>• Soliciting help from the Communications Department</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent phone calls with the same student</li> </ul>
Social media	<ul style="list-style-type: none"> <li>• Using personal social media--Snapchat, Instagram, Twitter, Facebook, etc. to communicate with students</li> <li>• Posting pictures of students or identifiable information about your students on personal accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Making personal social media private</li> <li>• Declining friend requests from students</li> <li>• Sharing photos with the Communications Department for the school's social media accounts and web site</li> </ul>	

<b>Category</b>	<b>Unacceptable behaviors</b>	<b>Acceptable behaviors</b>	<b>Be careful about</b>
Transportation	<ul style="list-style-type: none"> <li>• Driving individual students to or from school, absent an emergency (and, even in the event of an emergency, securing permission from a guardian and/or senior school administrator is critical)</li> <li>• Allowing a student to drive a teacher's personal vehicle</li> <li>• Taking a student on personal outings without other adult/parent, even with the parents' permission</li> </ul>	<ul style="list-style-type: none"> <li>• Making arrangements (in advance) for students to be picked up by official school transportation or by parents Getting written permission from a parent before transporting a student</li> </ul>	
Gifts	<ul style="list-style-type: none"> <li>• Loaning money to a student</li> <li>• Giving gifts to one or two students rather than a whole class Accepting "extravagant" gifts</li> </ul>	<ul style="list-style-type: none"> <li>• Referring students who have financial trouble to the school social worker or to the Division Director</li> <li>• Do not accept gifts from students (or their parents) with a monetary value of greater than \$100; if offers of such gifts are made, consult with the principal or Head of School</li> </ul>	
One-on-one interactions	<ul style="list-style-type: none"> <li>• Being alone in a classroom or office with a student with the door closed and/or out of view of someone walking past the room (unless one is a counselor or dean)</li> </ul>	<ul style="list-style-type: none"> <li>• If meeting with a student in a classroom or office, keep the door open and/or sit such that you are easily visible from the window</li> </ul>	Repeated one-to-one contact with the same one or two individuals
Other	<ul style="list-style-type: none"> <li>• Entering the bedrooms or bathrooms of students (if those students are alone) while on school trips without another adult</li> <li>• Giving a controlled substance or any kind of medication to a minor (unless you have been trained and certified to do so)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Writing cards, notes or letters to individual students</li> </ul>

## **Sexual and Other Harassment**

The School will not tolerate any form of harassment. Harassment consists of any unwelcome verbal or physical contact where the conduct has the purpose or effect of unreasonably interfering with another 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 sexual harassment, fall under this definition. Retaliation of any kind will not be tolerated.

Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include unwanted sexual advances or requests for sexual favors; sexual jokes; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, whistling or touching; insulting or obscene comments or gestures; display in the workplace of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, citizenship, genetic information or any other characteristic protected by law or that of his/her relatives, friends or associates, and that a) has the purpose or effect of creating an intimidating, hostile or offensive work environment; b) has the purpose or effect of unreasonably interfering with an individual's work performance; or c) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the employer's premises or circulated in the workplace, on organization time or using organization equipment via e-mail, phone (including voice messages), text messages, tweets, blogs, social networking sites or other means.

Any employee who feels that he or she has been the object of harassment should report the incident directly to the Head of School. If the Head of School is involved in the conduct, then complaints should be made to the Human Resources office ([hr@latinpcs.org](mailto:hr@latinpcs.org)).

Complaints of sexual harassment will receive prompt attention. It is the School's policy to investigate such complaints thoroughly, promptly, and in an impartial manner. If such an investigation reveals that the complaint is valid, the School will administer disciplinary or other corrective action as appropriate to stop the harassment and prevent its recurrence. Such disciplinary action may include immediate termination of

employment. Discipline will be based on the seriousness of the offense. To the fullest extent practicable, the School will use discretion regarding the dissemination of information regarding complaints, related investigations, and the terms of their resolution.

### **Mandatory Reporting Responsibilities in Response to Suspected Child Abuse or Neglect**

It is the policy of Washington Latin to ensure the safety and well-being of every student. When a concern of possible abuse/neglect arises, the expectation is that we as a school will act swiftly and in an organized manner to respond. In accordance with DC regulations, all new staff members and personnel are to participate in Mandated Reporter training during their first year, and returning staff are to participate every two years. Attendance will be tracked to ensure full participation.

To minimize risk in the school environment, one-adult/one-student situations should occur only when necessary. If they are to occur, the interactions and/or activities should take place where they can be seen by others and interrupted easily. More information on Mandatory Reporting is in Appendix B.

### **Professional Attire**

Since the School is a place of serious academic pursuits, faculty and staff are expected to come to work dressed in appropriate attire. Men are asked to wear ties. No revealing or overly casual attire is appropriate during the teaching day. Employees should not wear flip-flops to work. Blue denim is not approved attire. Employees are to be dressed and ready for school at least thirty (30) minutes before school starts and remain so until at least thirty (30) minutes after dismissal. Circumstances may call for employees to be dressed and ready prior to or later to the timeframes listed above.

### **Smoking, Alcohol and Drugs**

The School maintains a strictly smoke-free, alcohol-free, and drug-free environment. There is to be no smoking, use of any tobacco product, including e-cigarettes, alcohol, recreational or prescription drug (including marijuana) in the School buildings, on School grounds, or at School-sponsored events. The only exception is that alcohol may be served at certain adult-only social functions as approved by the Head of School and/or the Board of Governors.

The prohibition against tobacco and drug use, at all times, is applicable to students, all school staff, parents, and visitors on school property, in school vehicles, and at school sponsored functions on or away from school property. The sidewalks surrounding the school grounds are also off limits for the use of prohibited substances.

Candidates for employment may be asked to submit to alcohol, drug and controlled substance testing prior to hiring or any time during their employment with the School. Employees who fail a drug test either prior to hiring or any time during their employment with the School may be terminated for cause from the School.

The school takes its commitment to health and wellness seriously. Violation of this policy may result in immediate termination.

## **PROFESSIONAL CONDUCT**

### **Confidentiality**

During employment, Washington Latin employees may have access to confidential information. Confidential information includes, but is not limited to, financial information, student information, data or statements, the existence and contents of agreements, proposals, grants, strategies, donor lists, contact lists, membership lists, student lists, student contact information, computer data, personnel data, and planned activities that are not public knowledge. Confidential information should only be made known to employees in confidence in connection with their job duties.

Disclosure or use of confidential information by employees other than for the sole benefit of Washington Latin would be wrongful, may be against the law, and may cause irreparable harm to Washington Latin. If an employee is in doubt as to whether certain information is confidential, the employee is to treat such information as confidential. Employees may not disclose or use confidential information for any purpose other than in the performance of their duties for Washington Latin. This obligation extends during the entire term of the employee's tenure with Washington Latin and after the date of termination of that employment for any reason.

### **Supporting the Mission of the School**

Employees are asked to support publicly the mission of the School as articulated by the administration through its policies and decisions. Any employee who knowingly releases information that has the purpose or effect of undermining the mission of the School or violating the privacy of a student is subject to immediate dismissal at the discretion of the Head of School.

### **Appropriate Use of Computers and Other School Equipment**

Any and all computing services (including access to the School's network), are to be used for work purposes and not for personal business. Incidental and occasional use of computing services is permitted subject to the terms of this handbook and other School policies. Use which exceeds incidental or occasional use for personal reasons or which is inappropriate is strictly forbidden. Appropriate usage of these resources is:

- Use consistent with the educational mission of the School;
- Use for purposes of, or in support of, education and research; and
- Use related to administrative and other support activities of the School.

## **E-MAIL, INTERNET, AND TELEPHONE POLICY**

All School-supplied communications resources – including telephone, voicemail, fax, e-mail, and Internet – are property of Washington Latin. Messages that are created, sent, or received using these communications systems are the property of Washington Latin. Washington Latin reserves the right to access and disclose the contents of all messages created, sent, or received using these systems.

Washington Latin staff members are prohibited from using communications resources to send messages that are defamatory or harassing. Staff members are also prohibited from uploading, downloading, or otherwise transmitting sexually explicit materials and those materials – including trademarked or patented documents – whose transmission is prohibited by law.

Staff members are expected to maintain their Washington Latin network and account passwords in such a manner as to deter unauthorized access to Washington Latin systems. Staff must immediately report any viruses, tampering, or other system breaches to the IT Director. In-house staff must have the approval of the IT Director before adding any software to computers.

### **Solicitation and Distribution**

Washington Latin prohibits the solicitation, distribution and posting of materials on or at Latin property by any employee or non-employee, except as may be permitted by this policy. The sole exceptions to this policy are charitable and community activities supported by Washington Latin management and School-sponsored programs. This policy extends to the use of computers for the solicitation or distribution of any goods or services.

Note that employees may not use staff meeting time to promote events, meetings, programs or initiatives that are unrelated to normal school business without the express permission of the Head of School or Principal.

## **SOCIAL MEDIA USE AND GUIDELINES**

### **Introduction**

At Washington Latin Public Charter School (WLPCS or Latin) we understand that social media can be a fun and rewarding way to share one's life and opinions with family, friends and co-workers. It can also benefit our students in preparing them to succeed in their educational and career endeavors. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

These social media guidelines provide guidance regarding recommended practices for professional social media communication among Latin employees, as well as social media communication between Latin employees and students.

This policy applies to all employees of WLPCS. Leadership and supervisors should use these Guidelines for additional guidance in administering the policy.

### **Definitions**

In the rapidly expanding world of electronic communication, "social media" can mean many things. Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites, and Internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, Kik, Snapchat and Instagram.

- Professional social media is a work-related social media activity that is either school-based, or non-school based (e.g., wikis, or Latin's official Facebook, Twitter, and Instagram profiles).
- Personal social media use is a non-work related social media activity (e.g., a Twitter account or Instagram account solely for the employee's personal use).

## **Professional Social Media Use**

### ***Maintaining Separate Professional and Personal Email Accounts***

WLPCS employees who decide to engage in professional social media activities should maintain separate professional and personal email addresses. Latin employees should not use a personal email address for professional social media activities. Rather, employees should use a professional address that is completely separate from any personal social media address they maintain. (The official Latin email address is recommended.) Regular and continuous use of a personal email address for professional purposes, including social media use, may result in Latin considering the email address, and the corresponding use of that address, as a professional account.

### ***Communication with Latin Students***

WLPCS employees who communicate with students through professional social media sites should follow these guidelines:

Professional social media sites that are school-based should be designed to address instructional, educational, or extra-curricular program matters only.

Each school year, Latin parents will be notified about the professional social media activities in which their children may participate. A consent form will be distributed and must be acknowledged by each parent. WLPCS will instruct parents to contact the school with any questions or concerns.

### ***Guidance Regarding Professional Social Media Sites***

WLPCS employees should treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in WLPCS professional settings are expected on professional social media sites. If a particular type of behavior is inappropriate in the classroom or a professional workplace, then that behavior is also inappropriate on the professional social media site.

Latin employees should exercise caution, sound judgment, and common sense when using professional social media sites.

When establishing professional social media sites, supervisors and employees should consider the intended audience for the site and consider the level of privacy assigned to the site, specifically, whether the site should be a private network (for example, it is limited to a particular class or particular grade within the school) or a public network (for example, anyone within the school or individuals outside of WLPCS). It is recommended practice for professional social media sites to be private networks, unless there is a specific educational need for the site to be a public network.

WLPCS employees should obtain their supervisor's approval before setting up a professional social media presence. Employees must also inform their supervisor if the social media site undergoes a significant change in content.

Supervisors or their designees are responsible for maintaining a list of all professional social media accounts within their particular department.

Professional WLPCS social media sites should include language identifying the sites as professional social media WLPCS sites to differentiate from personal sites. For example, the professional sites can identify WLPCS, the department, or particular grade that is utilizing the site.

Professional social media sites that are non-student based should have a clear relationship to the mission and function of WLPCS.

WLPCS employees should use privacy settings to control access to their professional social media sites with the objective that professional social media communications only reach the intended audience. However, WLPCS employees should be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, each employee has a responsibility to understand the rules of the social media site being utilized.

Professional social media communication must be in compliance with existing Latin policies, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language.

No personally identifiable student information may be posted by WLPCS employees on professional social media sites that are open beyond the classroom without permission. **Images of students are not to be posted online under any circumstance.**

It is not recommended that WLPCS employees post photos of other WLPCS employees on professional social media sites without prior permission of the photographed employee.

### **Monitoring of Professional Social Media Sites**

WLPCS supervisors are responsible for monitoring and providing feedback regarding their employees' professional social media sites. The monitoring responsibilities include reviewing the professional social media sites on a regular basis. If supervisors discover questionable communications or behavior on professional social media sites, they are required to contact the Head of School or Principal.

WLPCS supervisors reserve the right to remove postings and/or disable a page, of professional social media sites that do not adhere to WLPCS policy or do not reasonably align with these guidelines.

Employees using professional social media have no expectation of privacy with regard to their use of such media. WLPCS supervisors will regularly monitor professional social media sites to protect the school community.

WLPCS supervisors should maintain a detailed log of all reported non-compliant communications as well as any violations that are otherwise brought to the supervisor's attention. Such reports of non-compliant communications should be immediately shared with the WLPCS employee so that the WLPCS employee may take corrective action, if necessary and if possible.



## **Press Inquires**

Any press inquiries received via professional social media sites should be referred to the Head of School and the Director of Development and Communications.

## **Personal Social Media Use**

### ***Communication with WLPCS Students***

To maintain a professional and appropriate relationship with students, WLPCS employees should not communicate with students on a personal social media site.

### ***Guidance Regarding Personal Social Media Sites***

As a recommended practice, WLPCS employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees are responsible for understanding the rules of the social media site being utilized.

It is not recommended that WLPCS employees “tag” photos of other WLPCS employees, WLPCS volunteers, WLPCS contractors or WLPCS vendors without the prior permission of the individuals being tagged.

Personal social media use, including off-hours use, has the potential to result in disruption at school and/or the workplace, and can be in violation of WLPCS policies.

The posting or disclosure of student and co-worker information or confidential information via personal social media sites in violation of Guidelines, is prohibited. This includes the posting of pictures of students.

WLPCS employees should not use Latin’s logo or make representations that their personal social media sites speak in an official WLPCS capacity. The use of the Latin logo that is automatically populated on personal social media sites, such as LinkedIn, is permitted.

It is in the best interest of our students that employees are mindful of the influence that their social media pages can have on the reputation of the school. Making reference to Latin students, or other staff members, in a negative light, even without mentioning names, can have an impact on the WLPCS image. Staff should use their better judgment and act responsibly when posting on social media.

### ***Relevance to WLPCS Policies and Other Laws***

These Guidelines provide guidance intended to support existing policies governing professional conduct. Users of professional social media sites must comply with all applicable federal, state and local laws, including, but not limited to the Children’s Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA) and intellectual property laws.

## **Additional Questions/Inquiries**

This document is meant to provide general guidance and does not cover every potential social media situation. Should any questions arise, please contact your direct supervisor or our Human Resources support-person from EdOps ([hr@latinpcs.org](mailto:hr@latinpcs.org)).

Technology is rapidly changing and WLPCS intends to regularly revisit these Guidelines and update them as needed.

## **COMMUNICATION**

The School believes that its students will best be served if the faculty, staff, and administration all work together openly, honestly, and with a spirit of cooperation. All members of the community are welcome and encouraged to share their thoughts and ideas with the School's leadership team. Drawing upon the talents and backgrounds of all its constituents, the School seeks to be a place where respectful, thoughtful, and energetic communication is an institutional norm.

Written communication from the school needs to be clear, accurate, and grammatically correct. Faculty comments to parents at the end of the marking periods need to be carefully proofread and submitted on time. Emails to parents require the same standards, and employees are asked to respond to emails from parents within twenty-four (24) hours. Please read about Email Etiquette below for more details.

### **Email Etiquette**

*Etiquette is a voluntary bargain we make to live peacefully together....the legal system prevents us from killing each other. The etiquette system prevents us from driving each other crazy!*

*Judith Martin ("Miss Manners")*

As email is a nearly ubiquitous means of communication, the school developed an "email etiquette" for the purposes of using this helpful medium more thoughtfully. Although it can seem a rather fussy word hinting at a by-gone era of white gloves and dessert spoons, etiquette simply signifies an agreed-upon system of rules for the purpose of helping a community function with more consideration and ease.

*"Netiquette" – like all etiquette – is not just common sense. As a system of agreed-upon rules, it needs to be articulated to that everyone knows what to do!*

Clearly, community is an important aspect of Washington Latin, grounded in the classical belief that human flourishing is achieved in human society. The way that we communicate as we work together therefore is important and should reflect our mission and our understanding that "words matter."

### ***Basic Principles***

The school clearly believes in the value of personal human interaction and that talking and listening in person to another human being extend a dignity and courtesy to him or her. For any type of substantive discussion, face-to-face communication is preferential to communication by voice (e.g. phone) which is preferential to email. Email can be a helpful tool, but it does not take the place of human interaction in significant matters.

Although face-to-face encounters over areas of difference are never easy, do not use email as a way to avoid conflict or say something you would not otherwise say in person.

When an employee sends an email from a Washington Latin account, s/he is always acting in a professional capacity and representing the school. Remember that, once sent, an email becomes a permanent document.

### ***When Writing Emails to Parents***

Do not use email to deliver either bad or surprising news about a student! If conveying bad news, always invite the parent(s) in or call. Feel free, however, to drop parents a line with some good news (although parents love hearing a positive report delivered in person or by phone as well!)

Please respond to parents within twenty-four (24) hours (or the equivalent of one business day), even if just to say that you have read the note and are preparing a thoughtful reply.

**To:** Make sure that the email is addressed to the correct person or persons. Try to narrow this list down as specifically as you can, even to one person if possible, especially if you are asking for something for followup. Emails with multiple people in the “to” section can be confusing and allow people to avoid responsibility.

**Subject:** For external emails, subject lines should say Washington Latin or somehow designate that this is a school-related matter.

**Body:** We are still clinging to the belief that email is the legacy of the written letter, so it should reflect standard written English rather than spoken conventions! It should also always be proofread for grammar and typing errors.

The email should contain a salutation such as “Dear Mr. Jones,”

It should state clearly and succinctly the matter at hand. If the email needs to be multiple paragraphs long, perhaps this is better suited for a face-to-face discussion or meeting. If it contains especially sensitive material, perhaps a meeting is a better avenue for delivering this information as well.

*Of course, we all know that writing in all caps is the equivalent of shouting at someone.  
TRY TO AVOID LOOKING RATHER AGGRESSIVE!*

The email should end with a closing such as “Sincerely,” followed by your name and position.

**Forwarding:** Be very sensitive about forwarding emails, especially of a personal nature. Remember that the writer addressed the matter to you, not to someone else and may not want it forwarded.

On the other hand, if you are sending an email, remember that it can be forwarded, so be careful that you do not put anything down that you would be unwilling to be forwarded.

*Miss Manners says, “For email, the old postcard rule applies:  
Nobody else is supposed to read your postcards, but you’d be a fool  
if you wrote anything private on one.”*

**CC:** Only cc: people who have a direct interest in the matter. If someone needs to respond, he or she should not be cc'd but addressed in the "to" line. On the other hand, if you are cc'd on an email, consider carefully whether you should respond as the email is not addressed to you.

**Writing to Students:** An email sent to a student should be about matters related to your duties here. It should be from your Washington Latin account to the student's Washington Latin account. **Students should be sent emails instead of texts for electronic communication.**

Do not accept emails from students that are not in proper format (Yo, are u giving homework tonite? – all in the subject line!) or that come from a non-Latin email address ([sexyphillygirl129@gmail.com](mailto:sexyphillygirl129@gmail.com)!). Making students write proper emails will prepare them for their next academic and professional steps!

**Writing to colleagues:** Although writing with colleagues may be somewhat more informal, you should still maintain a professional and collegial tone. Please answer colleagues' emails as a sign of respect – **within 24 hours.**

Do not attempt to address significant or systemic issues on email, especially with multiple people. If you have a serious concern or issue with the school, schedule a conversation with an administrator.

## **PHOTO TAKING/POSTING**

This is a summary of Washington Latin's policies related to taking, posting, and otherwise sharing photos of students. It covers both legal issues, policy, and best practices or guidelines for faculty.

### **LEGAL**

- A person does not need to give permission to be photographed. They do, however, have the right to control the distribution of the image.
- The news media is the exception; they do not need to have permission to print or post a person's photo.

### **POLICY FOR LATIN**

- Washington Latin requires all parents to indicate whether they give universal, limited, or no permission for the school to use their children's images in school materials, including marketing/recruiting materials and communications (newsletter, website, social media, etc.) With the online enrollment form, they must answer the photo permission question to enroll their child (full permission, permission only if you ask first, and never use the image).
- The keepers of school images include: the communications team (Kate, Cheryl, Dena, Yule) and yearbook team (Khashiffa). That is, while there may be others taking photographs, we hold these two image banks on behalf of the school for a range of purposes, including online and print communications.

## **BEST PRACTICES**

- ***Taking photos***
  - DO take photos of students to contribute to the school's image banks: Faculty are encouraged to take photos of their school activities and share them with either communications or yearbook teams. This includes in class, field trips, extra-curricular activities, etc. These teams can then incorporate them into official Washington Latin communications, such as the school's Facebook page, Twitter account, etc.
  - DO NOT take photos of students for the purpose of creating evidence of misbehavior or other problems.
  - ASK YOURSELF whether the photo you are taking could be shared in a positive way in any school communication. Is it positive? Does it illustrate something that we want to be known for (e.g., teamwork, friendships, academic rigor, etc.) Would you want yourself or your child photographed in the way you are taking the photo?
- ***Saving, sharing photos***
  - The school will share photos of students as part of the communications strategy to reflect the nature of our work and our community. These images are selected to visually explain the school and to engage and appeal to the public.
  - Faculty should NOT save or share photos of individual or groups of students on their own personal communications tools and devices, including (but not limited to) computers, phones, social media profiles, etc.
  - If faculty are playing a role with alumni, they are encouraged to have a separate profile that is work-related.
  - Faculty who know students outside of school should also be cautious in sharing photos of current students (example: if a faculty member attends a place of worship with a student and his/her family). It is recommended that this be avoided, and any questions should be directed to Leadership.

If there are any questions, please contact Kate Cromwell or Peter Anderson.

Please note that the aforementioned items related to photos also apply to video images.

**NOTICE TO STUDENTS, PARENTS AND STAFF REGARDING THE USE OF CAMERA SURVEILLANCE ON SCHOOL PROPERTY** For the safety of our students, staff and visitors, the School employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time. Surveillance cameras will generally be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; and, possibly the gym during public activities and the MPR. However, it is not possible for surveillance cameras to cover all public areas of the building or all school activities.

## **WEAPONS**

The School believes it is important to establish a clear policy that addresses weapons in the workplace. Specifically, the School prohibits all persons, including employees, who enter the School property from carrying a handgun, firearm, knife, or other weapon of any kind regardless of whether the person is licensed to carry the weapon or not. The only exception to this weapons policy will be police officers and security guards or other persons who have been given written consent by the School to carry a weapon on School property.

When appropriate, in addition to any disciplinary actions that may be taken, violators of this policy may be referred to the appropriate police and legal authorities for prosecution.

## **PROFESSIONAL DEVELOPMENT AND EVALUATION**

### **Professional Development**

The School is committed to providing ongoing professional development workshops and opportunities for faculty. Programs focus on what constitutes excellent teaching. The Principal will plan meetings and workshops that speak to this issue.

### **Performance Evaluations**

The purpose of a performance evaluation is to provide an individual with the support needed for personal and professional growth and to assure institutional excellence. The evaluation process should be valuable for both faculty and administration, allowing for open and honest communication about goals, performance, and expectations.

Each member of the faculty will be observed by a member of the administration and evaluated according to published criteria. Faculty evaluations will include a review of classroom teaching, grading, commitment to all students' progress, extracurricular duties, professionalism, and commitment to professional growth. An administrator will meet with each faculty member to review his or her progress before letters of employment are issued. Faculty will have the opportunity to respond to the written evaluation should they wish to do so.

Non-faculty staff and administrators will undergo a yearly evaluation by the immediate supervisor. The evaluation will describe the employee's success in performing the tasks articulated in his/her job description. The staff member will be invited to respond to the evaluation in writing and in a debriefing conversation with the supervisor. The goal of this process is to identify areas of strength and opportunities for improvement. The written evaluation and response, if there is one, will become part of the employee's personnel file. Poor performance or serious concerns will be included in the performance evaluation.

### **Tuition Assistance**

While the School has a limited budget for professional development, we do support coursework toward a degree to the best of our ability. Full-time employees of Washington Latin are eligible for educational assistance in accordance with this policy upon completion of six (6) months of continuous employment prior to the time of course enrollment and provided that the employee is enrolled in courses which are part of a degree program subject to the School's staffing requirements, school calendar, and budget capacity at the School's sole discretion.

Washington Latin offers assistance to employees for tuition, including required course fees, with a maximum benefit of \$1,500 per year for undergraduate studies and \$2,500 per year for graduate and post-graduate studies subject to the previous paragraph. In all course-work financially supported by Washington Latin, a passing grade must be earned. Payments for tuition assistance may be made to the institution or reimbursed to the employee directly, provided appropriate documentation is submitted.

Employees who receive financial assistance for course-work must provide documentation of having passed the course within 90 days of finishing classes. Failure to satisfy the minimum passing grade will result in reimbursement of monies to the School for the applicable course(s). Each year the Head of School will allot a specific amount in the school's budget to fund this policy. To ensure that all employees have equal access to opportunities under the policy, the school will disburse funding on a first come-first serve basis.

### ***Tuition Assistance Requirements***

An Employee interested in participating in this education assistance program must complete the [Request for Employee Tuition Assistance Form](#) prior to the commencement of any coursework. An employee seeking tuition assistance should provide the School with a college/university invoice or statement indicating fees charged and the amount paid. The invoice must contain the institution's name and address. Copies of canceled checks and credit card receipts will not be accepted.

The Principal must approve the request. Payments may be made to the institution or reimbursed to the employee.

### ***Application Process***

The employee should complete the Request for Assistance Reimbursement Form 30 days prior to each course the employee wants to take in conjunction with this program. The Principal must approve the request form. When completed, the Request for Tuition Reimbursement Form is submitted to the Head of the School for review, approval and processing.

### ***Compliance Process***

Upon completion of the course, the employee must submit, within 90 days, legible copies of the institution grade card/report indicating the employee's name, term, course name(s) and grade(s) for the term. These records will be kept in the employee's personnel file.

### ***Sabbatical Program***

Selected faculty members may take job-protected leave for periods of time between 8 weeks and 6 months (a sabbatical). Teachers are eligible for sabbaticals after seven years of teaching at Washington Latin. To qualify for a year of teaching service, the teacher must be employed by Washington Latin with a teaching load of at least 80%. No more than one teacher per semester per division is permitted to be on a sabbatical in a given academic year. Sabbatical leave may be used for education, travel, or for professional enrichment. Sabbatical leave may be taken either the first or second semester of the school year.

Teachers may apply for a sabbatical in the summer preceding their seventh year of service. Applications are due by September 1st of a given year. Applications are reviewed by a small team that includes the Head of School, a board member and a faculty representative. Decisions are made by October 31st of the seventh

year. Applying teachers may contribute to a sabbatical account as soon as they apply for the sabbatical. Once the application is approved, the school will begin to match the set-aside funds up to a specified limit depending on the amount designated for that year from the Faculty Fund. If an application is denied, funds will be remitted to the teacher. If the application is approved but for a future year, the teacher may continue to set aside funds. However, matching funds will not be released until the November 1st of the year preceding the sabbatical.

During their sabbatical, Washington Latin will provide teachers with full benefits (medical, dental, etc.) and a bi-monthly stipend from the Faculty Fund and the funds saved in the individual teacher's sabbatical account. The school will also attempt to assist teachers in securing additional funding for their sabbatical project.

Upon returning to Washington Latin following their sabbatical, teachers share their experiences with other teachers and staff. Each returning teacher prepares a "learning forum" designed to share insights gained from that teacher's sabbatical experience. The primary goal of the forum is to allow the teacher to investigate and analyze his or her own personal growth as a learner during the sabbatical and to provide insight and ideas for fellow teachers as they consider their own professional development.

Teachers must commit to continuing their employment at Washington Latin for at least twelve months following the completion of their sabbatical. Failing to do so will require the remittance to the school by the teachers of funding provided to them during the sabbatical.

Senior administrators may also be granted sabbatical leave for a period between eight weeks and six months, to be taken during the school year, during the summer or some combination thereof. Each year the Head of School, in consultation with the Board of Governors, would determine eligible senior administrators.

Once a teacher or administrator is granted a sabbatical, s/he will need to work for an additional seven years of service at the school before being once again eligible for such leave.

## **DAILY OPERATIONS**

### **Hours**

The workday for all full-time faculty members begins 30 minutes before the start of school and ends 30 minutes after dismissal, except when coaching or advising necessitates a later departure time or upon the request of the School. Faculty members are expected to be present in their homerooms promptly to ensure adequate student supervision.

During the workday, faculty members are expected to be accessible in the building, except when taking students out of the building for class work. When an appointment necessitates leaving school early or stepping out in the middle of the day, faculty should address their request with their school director. As a courtesy, when leaving the building, they should also inform the receptionist. A staff member's working hours are determined by his or her supervisor.



### **School Van Use**

Washington Latin has multiple 15-passenger vans for use for student travel. If you need to use a school van for a field trip or a student event, please send an email to the Director of Finance, the Director of Operations or the Community Partnerships Coordinator to reserve the vehicle. If the van is available, the request will be entered in the van calendar and a confirmation email will be sent to you. All faculty have access to the van use calendar thru google docs. The van keys are located in the business office.

Van requests should have the following information: Date of the event, time of departure, time of return, destination(s), driver's name.

Only authorized drivers can drive the school vans. To be an approved van driver we need a copy of driver's license, signed van policy (included in this handbook), and 5-year driving history. The school will get your driving records online, once you submit a copy of your driver's license.

### **Safety**

All adults in the community – faculty, staff and administration – are obligated at all times to make the safety and well-being of the students their first priority. Employees must know fire drill procedures and evacuation routes, medical procedures, and other emergency protocols. Anyone who observes an unsafe situation must report it to a senior administrator immediately. Please refer to our Emergency Response Plan for more details on specific emergencies, drills, and roles and responsibilities.

### **In case of theft**

Washington Latin strives to maintain a safe and secure environment in which students and faculty can thrive, but we nonetheless encourage all faculty and staff to be mindful of their personal property. Please do not leave valuable items unattended and/or unsecured. When not on your person, laptops, wallets, keys, purses, etc. should be placed in a locked desk, closet or pedestal/file cabinet (if you are unclear whether such a space available to you, please contact your Director or the Director of Operations). Please also do not leave valuable items visible in your car in the parking lot, but rather lock them in your trunk so as not to provide temptation to thieves.

If, despite all appropriate precautions, items are stolen, please report the theft as soon as possible to your Director, the Director of Operations, or the Principal. The School – likely with the involvement of the Business Office – will look into the possibility of filing an insurance claim for reimbursement and/or trying to provide appropriate alternative restitution, and any such arrangements will be kept strictly confidential. The procedure for a student to report a theft can be found in the Family Handbook.

Any concerns or questions about procedures under this policy should be brought to your Director, the Director of Operations, and/or the Head of School.

### **Emergency Closings**

When, in the judgment of the Head of School, weather or an emergency necessitates the cancellation of a school day or part thereof, the Head of School shall first notify faculty and staff. The Communications team will then communicate with families via email, text and on social media (including the web site) regarding the closing, as well as to the Public Charter School Board and local media. The School also employs an

automated calling service in the event of short-notice changes in the school day or extreme emergency. Decisions regarding cancellation of school are not made lightly and are based upon ensuring the safety of students and employees and the ability of employees to arrive safely.

### **Discipline**

Washington Latin maintains high standards of conduct for all students. Faculty members are obligated to enforce rules and respond to violations they may witness both during the school day and at school-sponsored events. See the Family Handbook for disciplinary policies and procedures.

### **Faculty Meetings**

Division or full faculty and staff meetings are generally held on Tuesday afternoons. Attendance is required unless specified otherwise. Employees are asked to avoid scheduling appointments or other commitments on Tuesday afternoons.

### **Workload**

Generally, the normal course load for a faculty member is five courses plus serving as a homeroom teacher or advisor. English teachers, however, usually teach only four sections. Teachers who have only four classes are asked to take on additional responsibilities such as coaching or covering study hall. The Principal approves faculty course assignments.

All faculty members also serve on regular and *ad hoc* committees. They are expected to attend all faculty meetings and student assemblies. They shall complete all reports and meet all other such obligations, including attendance at the final faculty meeting, prior to departure for the summer. All faculty members may be assigned additional non-teaching duties including, but not limited to, chaperoning school events, covering lunch duty, detention, and tutorial periods.

### **Student Attendance**

The School is required by law to maintain attendance records for all students. Student absences due to illness or personal matters are reported to the Assistant to the Principal. The Registrar will compile a list of any absences for the day, post the list via email, and make an additional copy to be used in the event of a School evacuation. Instructors should record all absences in their classes each day and send the names to the Registrar if a student is not already on the absence list.

### **Chaperoning Responsibilities**

Because the School has an obligation to provide adequate adult supervision for student activities and social events – sometimes outside of the normal school day – all faculty members are expected to chaperone school activities and events from time to time. The Assistant Principal/Student Life shall have responsibility for securing adequate adult supervision for School events and may require faculty to rotate for chaperoning duty. Chaperones for a given activity are expected to: Ensure, within his or her ability, the personal welfare of everyone present at the activity;

- Enforce the rules of the school;
- Ensure that only Washington Latin students and their guests are admitted; and
- Ensure, to the best of his or her ability, the success of the activity and exercise a positive influence on the tone of the activity.

Each chaperone will be provided with information and instructions pertaining to the event and his or her duties.

### **ADVISING**

Each student has an advisor (homeroom teacher) who is responsible for overseeing the academic and social well-being of the students in that homeroom or advisory. Advisors serve as advocates for these students and are often the primary liaison with parents. Responsibilities include:

- Calling parents at the start of the school year to establish contact and invite communication
- Informing or involving other School personnel on issues pertaining to the student or the student's parents or the need for additional academic and/or emotional support
- Reviewing grade reports and comments for all advisees and homeroom students and keeping backup copies of grades, comments, notes on conferences with parents, and schedules
- Meeting with parents to discuss student performance in all academic and extracurricular activities

### **COMMUNICATING WITH PARENTS OR STUDENTS**

Faculty members are expected to return all parent inquiries in a prompt, helpful, and polite manner. All emails should be responded to within twenty-four (24) hours of receipt, excluding weekends. For their protection, faculty are discouraged from giving out home or cell phone numbers. If teachers choose to communicate with students through social media, they should have a designated account for this communication and not use their personal accounts.

### **Parent/Teacher/Student Conferences**

Parent-teacher conferences at which students are present are scheduled twice a year. Parent requests for other conferences with teachers should be coordinated through the advisor, the School Director, or the Principal.

### **PROCEDURE FOR FILING A FORMAL FACULTY OR STAFF COMPLAINT**

While all Washington Latin employees strive to work in a collegial and forthright manner with each other, there may be occasions when issues or concerns arise for which resolution is needed. In such cases the Washington Latin employee shall follow the procedure described below for addressing those concerns.

1. Speak directly to the party or parties in question. The employee may ask another employee to join him/her in a discussion with the other party.
2. If this step does not successfully address the issue, the employee should bring the concern to his/her immediate supervisor. In the case of faculty members, this would be the Department Chair or School Director. In the case of non-teaching staff, it would be the administrator noted as the supervisor in the employee's job description.
3. If the concern cannot be resolved with the help of one's supervisor, the employee and the supervisor will write a letter to the Principal, which outlines the issue(s) and provides background about steps taken thus far. The Principal will then meet with the parties, accompanied by their respective supervisors, in an effort to resolve the conflict. Minutes of that meeting will be kept and distributed to the affected parties and their supervisors.

4. Should step 3 not result in satisfactory resolution of the concern, the employee may appeal in writing to the Head of School. The appeal should clearly summarize the issues of concern and the minutes from the meeting with the Principal should be included. The Head of School shall then establish an Assessment Meeting. The format and attendees of that Assessment Meeting shall be determined by the Head of School. The Head of School will be the final arbiter of the issue and no further appeal shall be available. The concerned employee and attendees shall receive written notice of the Head of School's decision subsequent to the Assessment Meeting in a timely manner.

Each step in the above process is established to permit each employee to openly share concerns in a cooperative environment while attempting to resolve conflicts in as comfortable and speedy a manner as possible.

## **APPENDIX A -- NOTICE OF NONDISCRIMINATION**

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Age Discrimination Act of 1975 (“The Age Act”), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Washington Latin Public Charter School (“Washington Latin”) are hereby notified that Washington Latin does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to or employment in its programs and activities.

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 the Director of Special Education**, 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 the Director of Operations**, 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, the Director of Special Education.

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 the Director of Special Education.

### **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 procedure is below.

### **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 the Director of Special Education. Complaints involving Washington Latin employees or third parties may be submitted to the Head of School.

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. These grievance procedures may be used by employees, students, parents, or third parties. 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 ninety (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 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 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.

The complainant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for the District of Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at (202) 453-6020 (ph), (202) 453-6021 (fax).

**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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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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.

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Signature of Complainant Date

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Signature of Person Receiving Complaint Date

## **APPENDIX B -- MANDATED REPORTER PROCEDURES; RESPONDING TO SUSPECTED CHILD ABUSE OR NEGLECT**

It is the policy of Washington Latin to ensure the safety and well-being of every student. When a concern of possible abuse/neglect arises, the expectation is that we as a school will act swiftly and in an organized manner to respond.

In accordance with *D.C. Code § 4-1321.02* (2008), Washington Latin faculty members will comply with the following legal guidelines:

§ 4-1321.02. Persons required to make reports; procedure [Formerly § 2-1352]

(a) Notwithstanding § 14-307, any person specified in subsection (b) of this section who knows or has reasonable cause to suspect that a child known to him or her in his or her professional or official capacity has been or is in immediate danger of being a mentally or physically abused or neglected child, shall immediately report or have a report made of such knowledge or suspicion to either the Metropolitan Police Department of the District of Columbia or the Child and Family Services Agency.

(b) Persons required to report such abuse or neglect shall include school officials, teachers, athletic coaches, social service workers, and mental health professionals. Whenever a person is required to report in his or her capacity as a member of the staff of a school, he or she shall immediately notify the person in charge of the institution or his or her designated agent who shall then be required to make the report. The fact that such a notification has been made does not relieve the person who was originally required to report from his or her duty under subsection (a) of this section of having a report made promptly to the Metropolitan Police Department of the District of Columbia or the Child and Family Services Agency.

### **Preventive Measures**

The following steps are taken as preventive measures:

In accordance with DC regulations, ALL new staff members and personnel are to participate in a Mandated Reporter training at the beginning of the school year they commence employment at Washington Latin. Returning staff members and personnel will attend a Mandated Reporter training at least once every two years. Online training is available for any person who is either unable to attend an in-person training or would like to review information between trainings. Attendance will be tracked to ensure full participation.

To minimize risk in the school environment, one-adult/one-student situations should occur only when necessary. If they are to occur, the interactions and/or activities should take place where they can be seen by others and interrupted easily.

### **Reporting Procedures**

The following procedures shall be followed when a staff member suspects abuse and/or neglect:

1. If a staff member observes a student being abused in any capacity, it is the responsibility of that staff member to ensure the child's immediate safety by taking realistic and appropriate steps. Only after the child's safety has been secured, should the staff member begin the reporting process.

2. If staff members receive a disclosure of abuse or neglect from a student or observe something of concern (incident, marking on child, etc.), they are to IMMEDIATELY report their concern to the in-school mental health provider (e.g. school counselor or psychologist). If the mental health provider is unavailable, the report should be made to the Principal or Assistant Principal.
3. The staff member who originally initiated the response shall complete an incident report *immediately following the incident or disclosure*. The mental health provider or other designee will provide the incident report form to the staff member. The report will include the circumstances around the disclosure, incident, or observation, including the specific words of the student if applicable and steps taken in response (e.g. reported the concern to the AP, brought the student to the counselor's office, etc.). The staff member is to turn in the completed incident report form to the mental health provider or designee by the end of the same school day. *All incident reports are to be kept in a confidential mental health file.*
4. After returning the incident report, the staff member who originally initiated the response must determine if he/she should make a report to Child and Family Services Agency (CFSA) or to the Metropolitan Police Department (MPD) based on the information they have received.\* The staff member can request that the mental health provider or designee be present when the report is made if they so desire. *If a report to CFSA or MPD is made at this time, the Head of School must be notified before the call is made.*
5. When a staff member reports concern of abuse and/or neglect, the in-school mental health provider or other designee will meet with the student to obtain additional information about the concern that same school day. *To ensure confidentiality, no other staff member should question the student about the concern/disclosure.*
6. The in-school mental health provider or designee shall determine next steps (call to parent, report to CFSA or MPD, etc.). *A parent should be notified if, in doing so, no further harm will come to the student. Do NOT notify parent or caregiver if these individuals are suspected to be involved in the suspected abuse and/or neglect.*
7. If the in-school mental health provider or designee determines a call to CFSA MPD is warranted based on any additional information received during student interview, he/she will call to make the report. This call may be in addition to a previous call to CFSA or MPD made by the staff member who received the initial disclosure.
8. After a call is placed, the following documentation is required: when the call was made, the *Agent number* of the hotline worker who you spoke with, what the response was from the hotline worker (accepted the report, did not accept the report, etc.), and what follow-up can be expected (CFSA or MPD will investigate report, CFSA or MPD to come see the student at the school, etc.) if this information is provided.

\*Note: If a staff member reports a concern to the in-school mental health provider and that individual and or designee does not think a call to CFSA or MPD is warranted or cannot contact either agency at that time, ***it remains the responsibility of that staff member to make the report if they feel it is warranted.*** Reporting is an individual responsibility, and failure to report can lead to penalty.

### **WLPCS WHISTLEBLOWER PROTECTION POLICY**

Washington Latin Public Charter School (“WLPCS”) is committed to operating in furtherance of its tax-exempt purposes and in compliance with all applicable laws, rules and regulations, including those concerning accounting practices, internal controls and auditing. To that end, WLPCS strictly prohibits

fraudulent practices, and requires its governors, officers, employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

This Whistleblower Protection Policy (the “Policy”) outlines a procedure for employees to report actions that an employee, acting in good faith, has reasonable grounds to believe violate any applicable laws, rules or regulations, including conduct that constitutes fraudulent accounting, auditing or other practices. This policy applies to any matter which is related to WLPCS’s business and does not relate to private acts of an individual not connected to the business of WLPCS.

It is the responsibility of all WLPCS employees to promptly report suspected violations of any applicable laws, rules or regulations, including those concerning accounting practices, internal controls or auditing, in accordance with this Policy. If an employee, acting in good faith, has reasonable grounds to believe that a WLPCS governor, officer, employee, or volunteer has engaged in conduct that violates any applicable laws, rules or regulations, the employee is expected to share his or her questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an employee’s supervisor is in the best position to address an area of concern. Supervisors and managers are required to report suspected violations to WLPCS’s Director of Operations. If an employee is not comfortable speaking with his or her supervisor or is not satisfied with the supervisor’s response, employees are encouraged to report suspected violations directly to WLPCS’s Compliance Officer and/or the Head of School. If the employee does not feel comfortable reporting the information to the Head of School, he or she is expected to report the information to the Chair of the Audit Committee of the Board of Governors if the matter relates to a financial issue and to the President of the Board of Governors for all other matters.

The Compliance Officer will promptly acknowledge receipt of any reported violation. All reports will be promptly investigated by the Compliance Officer and appropriate action will be taken, including, at the Compliance Officer’s discretion, advising the Board of Governors and/or the audit committee. In conducting its investigations, WLPCS will keep the identity of the complaining individual confidential to the extent possible, while conducting an adequate review and investigation.

No WLPCS governor, officer or employee who in good faith reports a suspected violation shall suffer harassment, retaliation or any adverse employment consequences. Specifically, WLPCS will not retaliate against an employee in the terms and conditions of employment because that employee: (a) reports to a supervisor, the Compliance Officer, the Head of School, the Board of Governors or a federal, state or local agency his or her good faith suspicion that a violation of any applicable laws, rules or regulations occurred; (b) participates in good faith in any resulting investigation or proceeding, including providing to law enforcement personnel or a court truthful information relating to the suspected violation of an applicable law, rule or regulation; or (c) exercises his or her rights under any state or federal law(s) or regulation(s) to pursue a claim or take legal action to protect the employee’s rights.

WLPCS may take disciplinary action (up to and including termination) against an employee who in management’s assessment has engaged in retaliatory conduct in violation of this Policy.

Supervisors will be trained on this policy and WLPCS’s prohibition against retaliation in accordance with this Policy.

## **WLPCS SCHOOL VAN USE POLICY**

Washington Latin has three 15-passenger vans for use for student travel.

- Unless special permission is granted by the Head of School vans should be parked on school grounds in the view of the WLPCS camera network for security each night. Vans being used for out-of-town trips will be an understood exception; however, when the vans are in town they are to be parked overnight on campus.
- Vans should be used for Washington Latin school business. Personal use of the vans is generally not allowed. Expressed permission from the Head of School must be granted for exceptions to this rule.
- Primarily, the vans will be used to drive student shuttles to and from METRO stops, sports teams to and from practices and competitions and for field trips.
- As a general rule, student shuttles and sports team use will receive priority for van use.
- Morning student shuttles begin at approximately 6:30 AM and finish at approximately 8:00 AM. Afternoon shuttles run from approximately 4:30 PM until 6:00 PM. The Athletics Director will work with The Director of Operations and the business office to work out scheduling of the vans between shuttle and sports use.
- The vans will, however, be available for field trips during the day and, at times, after school. Requests should be sent to the business office, who will check the schedule for conflicts and check availability of van use.
- There is a shared Google Calendar "Van Use" to be maintained by the business office, but available for viewing to all faculty and staff through Washington Latin's Google Mail.
- Requests for van use, can be made to the Director of Finance, the Director of Operations or the Community Partnerships Coordinator. Van use is not confirmed until potential conflicts with shuttle and sports use are cleared and a reservation is made on the "Van Use" calendar.
- When a van reservation is requested, please have a driver designated at that time. If you need to find a driver, please make your designation one week or more in advance. Your van reservation will be complete when you have a driver scheduled and the trip is on the shared calendar.
- Individual employees may drive the van. In order to be able to drive the van, a copy of a driver's license and a current (within three years) five-year driving record must be submitted. The potential driver's driving record needs to be reasonably clean. Those potential drivers with zero to one negative point may drive, depending on the reason for the earning of the negative point. Having more than one point will not necessarily preclude driving. It will, however, require further consideration. Also, some training on driving a 15-passenger van may be required. This may involve some practice driving the van without student riders.

### **General Rules**

- 1.) **DRIVE SAFELY.** When in doubt, drive safely. When not in doubt, drive safely. **ABSOLUTELY NO TEXTING OR TALKING ON THE PHONE (HANDS FREE OR OTHERWISE) WHILE DRIVING.** If you must use the phone, pull over and bring the van to a full stop in PARK.
- 2.) Make certain that van is clean when you exit. Make sure the students clean up after the trip. We have failed van inspections because of debris on van floors.
- 3.) Email early to reserve a van (Director of Finance, the Director of Operations or the Community Partnerships Coordinator)
- 4.) If the gas in the van falls below a quarter tank full, let the Business Office know. We will fill the tank, but we have to know it is necessary.

- 5.) Follow all traffic laws. The driver will be responsible for speed camera/traffic light camera tickets as well as moving violations.
- 6.) Insurance and van registration live in the center console. Make sure you know where they are before you drive.
- 7.) On the streets near the school, be extra courteous and yield right-of-way first.
- 8.) If you need to fill a van's gas tank, please have the students exit the van first. Submit the receipt with a reimbursement form to the Business Office for reimbursement.

**I have read and understand this van policy and agree to comply fully:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

**HANDBOOK RECEIPT ACKNOWLEDGEMENT**

(School Year 2019-2020)

I have received and read my copy of the Washington Latin Public Charter School Personnel Handbook, which is a guide to the School’s policies and procedures. I have also had the opportunity to ask any questions about the topics covered in this handbook to my immediate supervisor.

I understand that no statement contained in this handbook creates any guarantee of continued employment or creates any obligation, contractual or otherwise, on the part of the School. I understand that I remain an employee at will. I will rely on any promises, statements, or representations to the contrary only if they are in writing and signed by an authorized member of the School’s management.

I understand and acknowledge the School has the right, without prior notice, to modify, amend or terminate policies, practices, benefit plans and other institutional programs within the limits and requirements imposed by law.

Please initial next to each of the following statements:

\_\_\_\_\_ I have reviewed and I understand the school’s new social media policy.

\_\_\_\_\_ I have reviewed and I understand expectations for professional contact, including protocols for preventing harassment of any kind.

\_\_\_\_\_ I have reviewed and I understand my responsibilities as a mandated reporter.

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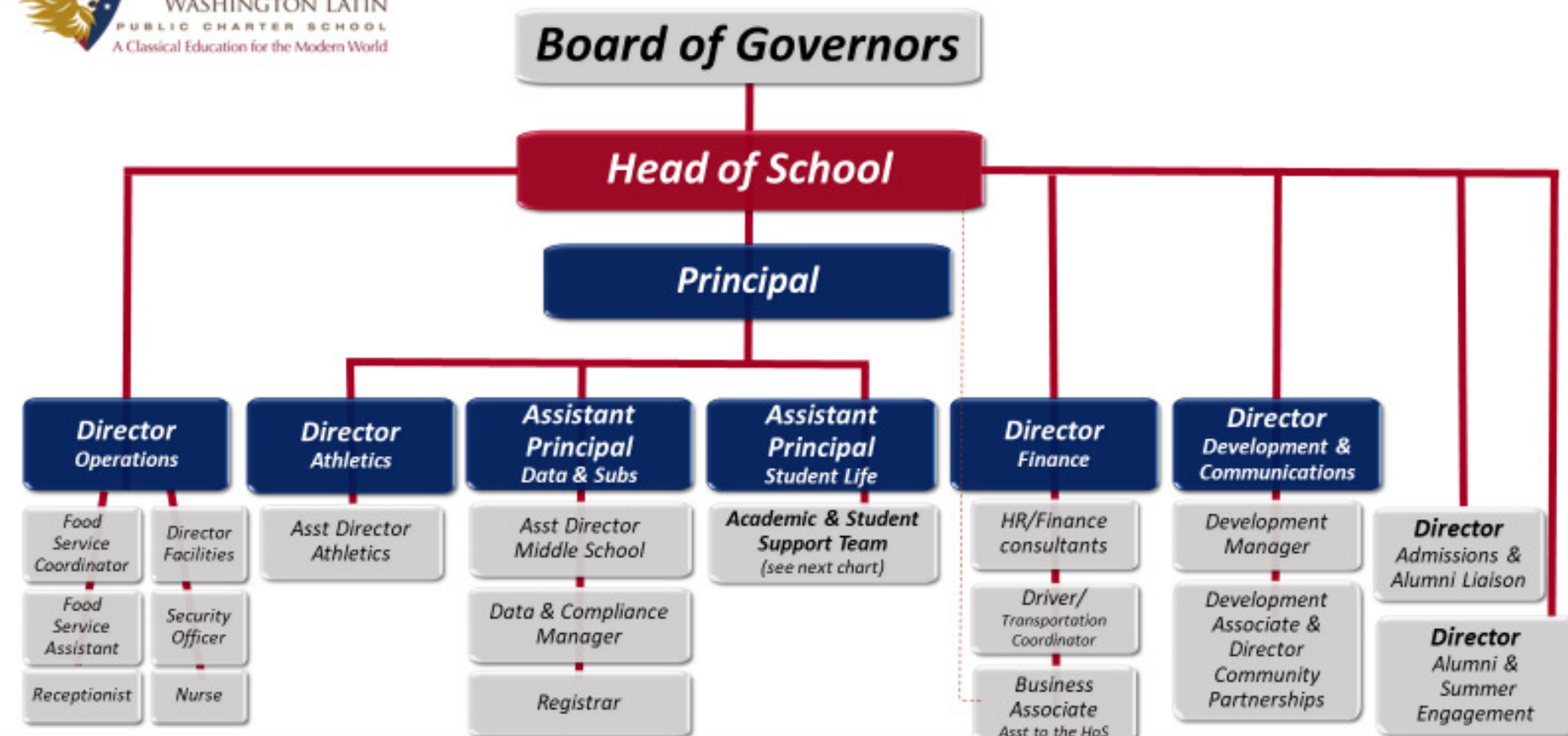
Signature

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Print name

Date

# ORGANIZATION CHARTS







WASHINGTON LATIN  
PUBLIC CHARTER SCHOOL  
A Classical Education for the Modern World

# Board of Governors

**Peter Anderson**

**Diana Smith**

**Martita Fleming**

Marilyn Duarte Lopez

Elias Figueroa

Ada Garcia

Mohamed Mewafy

Jessica Larios

Stephanie Williams

**Bob Eleby-EI**

JerBria Smith

**Jimmy Kelly**

Janelle Bradley

Michael Davis

Carenda Nunn

**Khashiffa Roberts**

Academic & Student Support Team  
*(see next chart)*

**Yinnie Tse**

HR/Finance consultants

Headley Grey

Eman Abdur-Rahman

**Kate Cromwell**

Cheryl Haywood

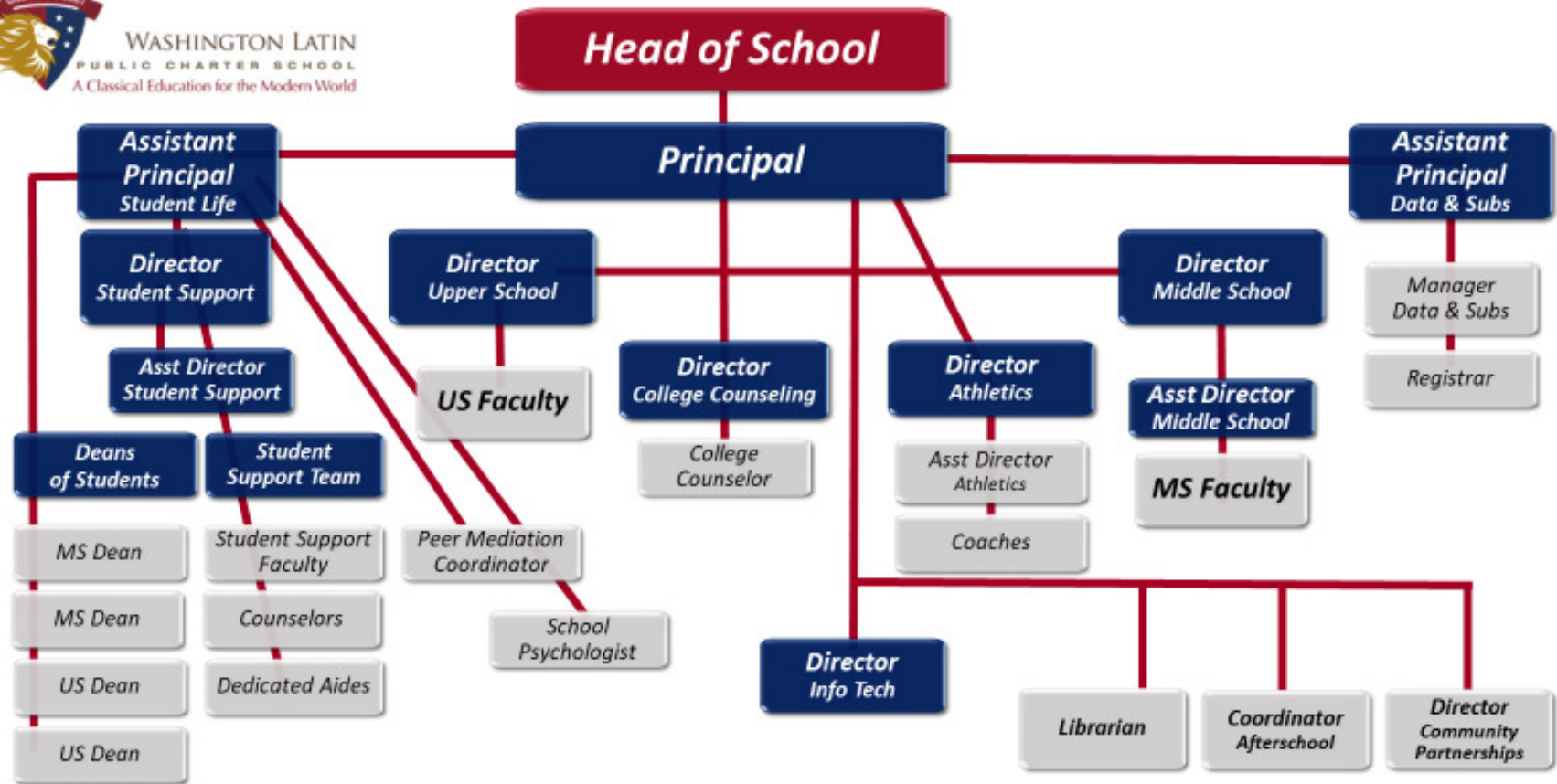
Dena Kolb

Crystal Eleby-EI

Kerry Richardson

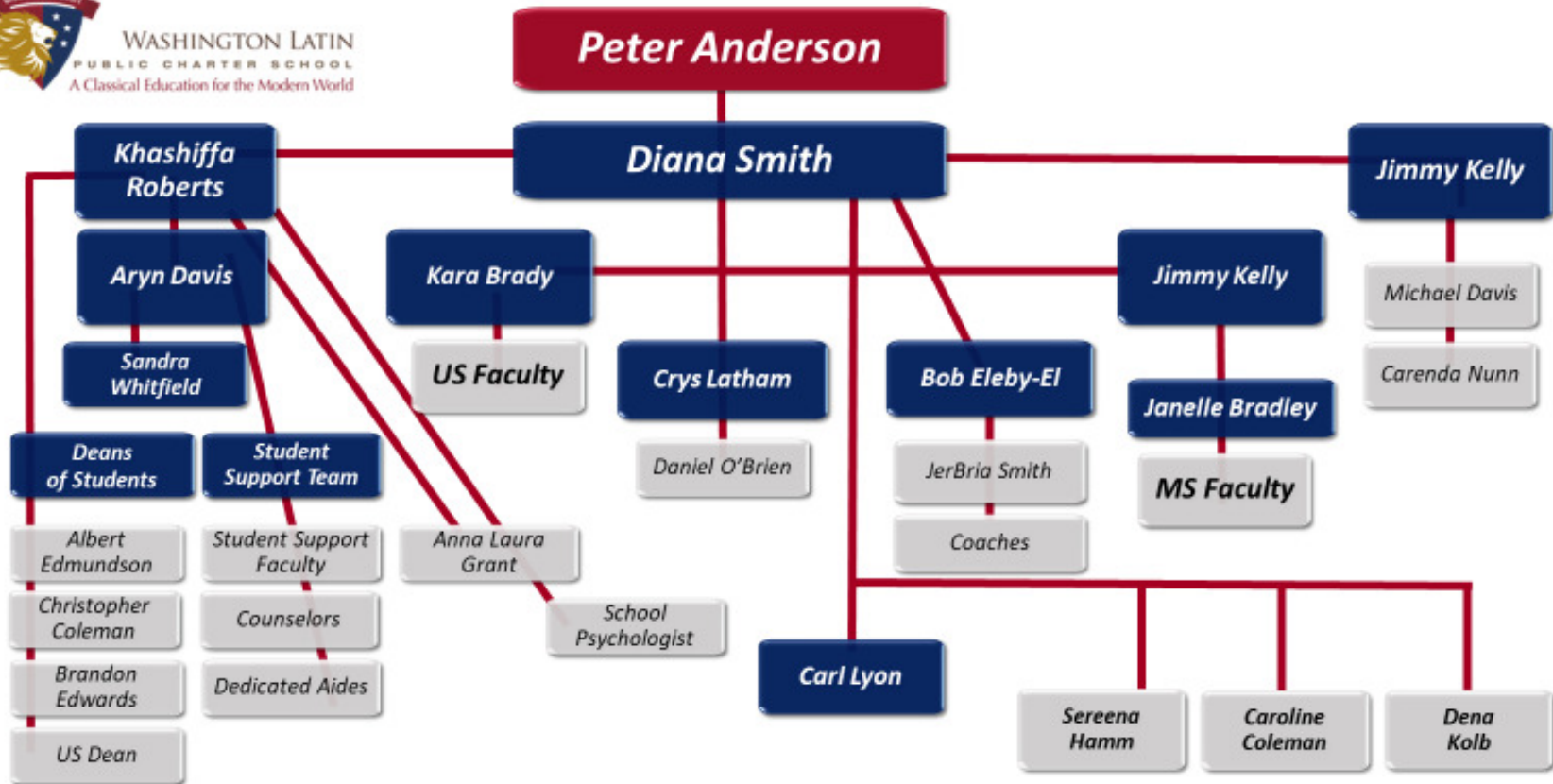


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