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APPENDIX B

Faculty and Staff of Washington Latin Public Charter School

Faculty emails: First Initial of First Name followed by Complete Last Name@LatinPCS.org (capitalization optional). Example: Ms. Math Teacher can be reached at mteacher@latinpcs.org

SENIOR LEADERSHIP

Mr. Peter Anderson – Head of School

M.A. (Sociology), London School of Economics

M.Ed. (Education), New York University

B.A. (Sociology), Haverford College

Dr. Diana E. Smith – Principal, US English

Ph.D. (English), University of Virginia

B.A. (Classics), Princeton University, *summa cum laude*, Phi Beta Kappa

Ms. Janelle Bradley – Assistant Director of Middle School

M.A. (School Counseling), Johns Hopkins University

B.A. (Psychology), Spellman College

Ms. Kara Brady – Upper School Director, English

B.A. (History), Stonehill College

Ms. Kate Cromwell – Director of Advocacy, Communications & Engagement

M.B.A. (Management), University of California, Los Angeles

B.A. (Spanish Language & Literature), Carleton College, *magna cum laude*

Ms. Aryn Davis – Director of Student Support Services

M.Ed. (Special Education), George Mason University

B.A. (Political Science), Howard University

Mr. Michael Davis – Data and Compliance Manager

M.A. (Educational Administration), The Catholic University of America

B.A. (Mathematics), Ohio Wesleyan University

Mr. Bob Eleby-El – Director of Athletics

M.B.A. (Management), Southeastern University

B.S. (Sports Management), Livingstone College

Ms. Crystal Eleby-El – Director of Admissions and Alumni Liaison

B.S. (Political Science), University of Wisconsin

Ms. Martita Fleming – Director of Operations

B.A. (History and English), Williams College

Mr. James Kelly – Assistant Principal; Director of Middle School

M.A. (Education Policy and Management), Harvard Graduate School of Education

B.A. (Sociology), Vassar College

Ms. Crys Latham – Director of College Counseling

B.A. (African American Studies), Mount Holyoke College

Mr. Carl Lyon – Director of IT, Astronomy, Yoga

M.A. (French), Middlebury College

B.A. (French), Virginia Tech

Ms. Yinnie Tse – Director of Finance

B.A. (Philosophy and Economics), Wellesley College

DEPARTMENT CHAIRS

Mr. William Clausen – Latin, English, Classics Department Chair

M.A. (Classics), Oxford University, *First Class Honours*

B.A. (Classics), Cornell University, *summa cum laude*

Ms. Teresa Dobler – 6th Grade Science, MS Science Department Chair

B.S. (Childhood & Special Education), State University College/Geneseo, NY

Ms. Neelam Minera – Math Specialist, MS Math Department Chair

B.A. (Elementary Education), University of Maryland

Dr. Lacy Peale – 7th Grade English, MS English Department Chair

Ph.D. (Curriculum and Instruction), University of Virginia

M.A.T. (English Education), M.Ed. (Literacy, Language, & Cultural Studies), Boston University

B.A. (English and American Studies), Dickinson College

Ms. Emily Raskin – Mathematics; Student Engagement and Leadership Department Chair

M.A.T. (Special Education), Trinity University

B.A. (Women's Studies), Goucher College, *Phi Beta Kappa* and with honors

Ms. Laurel Seid – English, US English Department Chair

M.A.L.S. (Children's Literature), Georgetown University

B.B.A. (Accountancy), University of Notre Dame

Mr. Lawrence Staten - 6th Grade Civics, History Department Chair

M.A. (Political Science) and B.A. (Political Science), Vanderbilt University

Mr. John Stiff – Mathematics and History, US Mathematics Department Chair

M.A. (Teaching – Mathematics and Reading; Endorsement in Special Education),

National Louis University

B.A. (International Studies, Slavic Languages and Literatures), University of Chicago

Ms. Christina Stouder – Chinese, Modern Languages Department Chair

M.A. (Second Language Studies and TESOL) and
B.A. (East Asian Language and Cultures), Indiana University

Mr. Rickey Torrence – Physics, US Science Department Chair

M.A. (Teaching), Morgan State University
B.S. (Physics), Hampton University, *cum laude*

Ms. Melissa VerCammen – Music and Arts Department Chair

B.S. (Biology), Denison University

ACADEMIC AND SUPPORT STAFF

Ms. Eman Abdur-Rahman – Executive Assistant to Leadership, Business Office Assistant

Ms. Jennifer Abercrombie –Library Assistant

M.L.I.S. (Library Information Sciences), Dominican University
B.A. (Linguistics), Swarthmore College

Mr. Stillman Bruhier – Dedicated Aide

Ms. Tiffany Bufort – Counselor, At-Risk Case Manager

M.S. (Clinical Mental Health Counseling), Shippensburg University
B.S. (Counseling & Psychology), East Stroudsburg University

Mr. Jamille Callum – Assistant Director of Athletics

B.S. (Accounting), Johnson C. Smith University, *cum laude*

Mr. Christopher Coleman – MS Dean of Students

M.Ed. (Counseling Education), Virginia State University
B.S. (Liberal Arts, Education, Sports Management), Virginia State University

Mr. Albert Edmundson – MS Dean of Students

Mr. Brandon Edwards – US Dean of Students

Mr. Elias Figueroa – Director of Facilities Management

(Agriculture and Livestock), National University of Education
Enrique Guzman y Valle, Lima, Peru

Ms. Ada Flores – Food Services Coordinator

Ms. Steffanie Flores – Receptionist

Ms. Hope M. Foster – Social Worker

M.S.W. (Social Work), The Catholic University of America
B.A. (Sociology), Bucknell University

Ms. Sereena Hamm – Librarian

M.L.S., (School Library Media Certification), University of Maryland

B.A. (Literature), American University

Ms. Dena Kolb – Director of Community Partnerships, Communications Associate

B.M. (Musical Theatre), The Catholic University of America

Ms. Marilu Lopez – Food Services Manager

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Master of Professional Studies (MS Science), The George Washington University

B.S. (Physical Education), University of the District of Columbia

Mr. Simoné Mariotti – Physical Education Teacher

M.B.A. (International Business Studies), King University

B.S. (Physics), King University

Mr. Mohamed Mewafy – School Security Officer

Ms. Carenda Nunn – School Registrar

Ms. Amy Oberson, LGPC – Counselor

M.A. (Professional Counseling) and

B.S. (Psychology), Liberty University

Mr. Daniel O’Brien – College Counselor

B.A. (History/English), Marquette University

Ms. Treshia Pettiford – US Dean of Students

Ms. Kerry Richardson – Director, Alumni & Summer Engagement; ELL Support Specialist

M.A. (Education), The George Washington University

B.A. (Spanish and German), Rutgers University

Ms. Fatima Sadiq – Dedicated Aide

A.S. (General Studies), Prince George’s Community College

Ms. JerBria Smith – Assistant Director of Athletics, Physical Education Teacher

B.S. (Health Promotion), Barton College

Mr. Jack Werstein, LPC – Counselor

M.A. (Clinical Mental Health Counseling), Trinity Washington University

B.A. (Psychosocial Communications), George Mason University

Ms. Sandra Whitfield – Assistant Director of Student Support

M.A. (Education and Human Development), The George Washington University

B.A. (American Government), Georgetown University

MIDDLE SCHOOL FACULTY

Mr. Sean Baldwin – 5th & 6th Grade Theater

B.S. (Speech/Communications), Northwestern University

Mr. Patrick Bane – 5th Grade English

B.A. (Philosophy and English) and M.A. (Philosophy), University of Ireland

Ms. Maya Barlev – 8th Grade Science

B.S. (Astrophysics), Haverford College

Mr. Peter Birkenhead – 7th & 8th Grade Theater

M.F.A. (Literature/Creative Writing), Bennington College

B.A. (Political Science/Religious Studies), New York University

Ms. Rachel Breitman – 8th Grade English

M.S. (Journalism), Columbia University

M.S. (Instructional Technology), The New York Institute of Technology

B.A. (English Literature), Swarthmore College

Ms. Caroline Coleman – MS/US Art, Academic Support Specialist, MAGIS Program Lead

B.A. (Graphic Communication), University of Maryland University College

Mr. Matthew Dean – 7th Grade Latin

M.A. (Liberal Arts), St. John's College

B.S. (Philosophy), Suffolk University

Ms. Ebony Dorsey – 5th Grade Science

B.A. (Latin) and B.A. (English), Howard University

Ms. Johanna Figueroa – 5th Grade Math

B.A. (Foreign Languages), B.S. (Social Work), George Mason University

Ms. Catherine Friedman – 8th Grade English

B.A. (English), Dartmouth College

Mr. Joseph Green – 7th Grade English

B.A. (Broadcast Journalism), American University, *cum laude*

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J.D., Harvard University

B.A. (Economics and Latin American Studies), Wellesley College

Ms. Patti Kolb – Mathematics

M.A. (Educational Planning), University of Cincinnati

B.A. (History), University of Cincinnati

Ms. Brittany Lee-Bey – Reading Specialist

M.A. (Teaching), The George Washington University

B.A. (Government), College of William and Mary

Ms. Angela Malchionno – MS/US Art

BFA (Visual Art), University of Massachusetts Amherst

MFA (Visual Art), Southern Illinois University Edwardsville

Ms. Lisa Moore – 6th Grade Math

B.S. (Mathematics), Covenant College

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M.A. (Teaching: Secondary Social Studies), Trinity University

M.A. (Government: Comparative Politics/Western Europe), Georgetown University

B.A. (Business Administration), University of Maryland, College Park

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B.A. (Educational Studies and Philosophy-Neuroscience-Psychology), Washington University

Mr. Thomas O'Brien – Special Education Teacher

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B.A. (Politics), The Catholic University of America

Mr. Yule Pieters – Special Education Teacher

M.S. (School Administration & Supervision, Education & Special Education), Touro College

M.A. (Clinical Psychology), Roosevelt University

B.A. (Forensic Psychology), John Jay College of Criminal Justice

Ms. Tamica Prue – Dedicated Aide and After School Assistant

B.A. (Special Education), Ashford University

Ms. Sarai Reed – 6th Grade English

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Ms. Caroline Rose – 6th Grade Latin

B.A. (Classics and Black Studies), Amherst College

Ms. Mercedes Sisk – 8th Grade Latin

M.A. (Classical Archeology), Tufts University

B.A. (Classics), College of the Holy Cross

Mr. Joseph Starnes – 5th Grade Latin

B.S.W (Social Work), Marist College

Ms. Catherine Thompson – 7th Grade Math

B.A. (Business Management), University of Phoenix

Mr. Brian Whitchurch – 7th Grade Latin

M.A. (Greek and Latin) and Ph.D. (Classical Philology), Fordham University

M.A.T. (Latin and Classical Humanities), University of Massachusetts

B.A. (History), Utah State University

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UPPER SCHOOL FACULTY

Ms. Elaina Barroso – History

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Mr. Aaron Baum – History and English

B.A. (Political Science), Duke University

Mr. Parag Bhuvra – History, Intensive Writing

M.A. (Curriculum and Instruction), University of Connecticut

B.A. (Anthropology) and B.S. (Psychology), University of Connecticut

Mr. William Clausen – Latin, English, Classics Department Chair

M.A. (Classics), Oxford University, *First Class Honours*

B.A. (Classics), Cornell University, *summa cum laude*

Mr. Nathan Day – English

M.A. (Religious Studies), University of Chicago

B.A. (Religion), Williams College

Dr. Eduardo Canedo - History

B.A. and Ph.D. (American History), Columbia University

Mr. Luke Edwards-Stuart – Chemistry

M.A. (Education and International Development), Institute of Education, University of London

M.A. (Natural Sciences, Chemistry), St. Catherine's College, Cambridge University

Ms. Elizabeth Foley – English and Math

M.Ed. (Education), American University

B.A. (English, Classics), Georgetown University

Ms. Anna Laura Grant – DC History, Peer Mediation Coordinator

M.A. (Secondary Education - specialty in teaching English), Valencia International University

M.A. (Bilingual and Multicultural Education), University of Alcalá

B.A. (Justice Studies/Italian), James Madison University

Mr. Joseph Hamd – Arabic

B.A. (Liberal Arts), St. John’s College

Ms. Joyce Hamd – English and History

Bachelor of General Studies (Humanities), Nicholls State University

Mr. Brian Hotchkiss – English

M.A.T., Binghamton University, *summa cum laude*

B.A. (Non-Fiction Writing and Sociology), Ithaca College

Mr. Carl Hultgren – English

B.A. (English Language & Literature), University of Maryland, *summa cum laude*

Ms. Geneva Jost – Biology

B.A. (Biology), University of North Carolina at Chapel Hill

Ms. Meghan Kovach – Math

M.Ed. (Curriculum Development), Western Governors University

B.S. (Secondary Education and Mathematics), University of Maryland

Mr. Adam LaFleche – Latin

B.A. (Classical Studies & French Literature), The George Washington University

Ms. Karen Lambert – French

M.A. (Education) and M.A. (History), Stanford University

B.A. (History), University of California, Berkeley, *summa cum laude*, *Phi Beta Kappa*

Mr. Lawrence Liu – Chinese/Government

J.D., Columbia University

B.A. (Public Policy), Brown University

Mr. Corey Martin – Latin

B.A. (Biblical and Theological Studies), Nyack College

Mr. Howard Moore – Latin and Greek teacher

Ms. Becca Oram – Special Education Teacher

M.S. (Water Management and Hydrology), Johns Hopkins University

B.S. (Biology and Business), Drew University

Mr. Alexander Porcelli – Arabic

B.A. (Arabic), Georgetown University, *magna cum laude*

Mr. Christopher Richardson – Mathematics

J.D., The George Washington University

B.A. (Social Relations), Harvard College

Mr. Julian Salazar – Geometry

B.A. (Art History) and B.S. (Mathematics), Duke University

Ms. Marie Martine Shannon – French

M.A. (French Literature), Cornell University

B.A. and M.A. (Anthropology), University de Bordeaux

Ms. Elisa Shapiro – Physics

M.S. (Aerospace Engineering), University of Maryland

B.A., University of Rochester

Mr. Tom Yonker – Latin

M.A.T. (German), University of Virginia

B.A. (German), Truman State University

APPENDIX C

Emergency/Inclement Weather Policy

School Operations

- **Washington Latin makes its decision independent of DCPS.**
- A decision about CLOSING or a DELAYED OPENING will be made and announced by 6:30 am.
 - **Closed** means no school, no afterschool or evening activities; these will be rescheduled as early as possible.
 - **Delayed opening** means school will start one or two hours later than usual (9:10 or 10:10 am) with an adjusted schedule.
- If a closure or delay is necessary, we will contact families as early as possible via email and text through PowerSchool. We will not call parents/guardians for inclement weather.
- Our operational status will also be posted on the [latinpcs.org home page](http://latinpcs.org) and [Parents' home page](#) and social media (Facebook, Twitter).
- We will also share information with the local media, including TV news, radio, and online (*Washington Post*, WAMU, etc.)

If you do not receive a text/email from the school or find any information online, the school will open on time.

Athletic Activities

Our goal is to avoid cancelling team activities (practices or games) unless necessary. We monitor the following, and any of these issues may require us to postpone, move, or cancel an activity:

- Field conditions (particularly if very wet)
- Extreme temperatures (heat or cold)
- High winds
- Significant rain
- Lightning in a 10-mile radius
 - Monitored, if only lightning but not thunder
 - If thunder is heard, all student athletes are brought indoors and activity is suspended until there is a minimum of 30 minutes between thunder claps. If thunder continues with frequency, the activity will be cancelled/postponed.

We will alert athletes, coaches and families of any changes ASAP but not later than the end of school for that day's activities. Any changes will be announced via email to student athletes and parents/guardians, posted on our [athletics web site](#) and to social media.

Note: on bad weather days, coaches may call for athletes to come for an alternative to practice, such as an indoor "chalk talk." Student athletes should check their emails or ask their coaches, if in doubt about the day's activities!

When school is closed for weather, all athletic activities are also cancelled.

APPENDIX D

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

The Health Insurance Portability and Accountability Act (HIPAA)

HIPAA sets standards for protection and sharing of individually identifiable health information, often referred to as protected health information (PHI). It includes the Privacy and Security Rules, and the Transactions and Code Sets. The Privacy Rule establishes guidance on how health care providers must protect patient information and outlines certain patient rights. Generally student health records submitted to the school are considered educational records and thus governed by FERPA. To learn the instances when HIPAA applies to health records for students at Latin, visit the Health Privacy Project <http://www.healthprivacy.org>.

APPENDIX E

Washington Latin Public Charter School Community Service Form



Student's Name _____ Grade _____ Advisor _____
 Student's Email _____ Year of Graduation _____

Agency Name _____
 Agency Email _____ Agency Telephone _____

Project/Event Name: _____
 Purpose of Project/Event: _____

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

Date of Service	Start Time	End Time	# Hours Worked	Supervisor (PRINT)	Supervisor Title	Supervisor Signature
Total Hour:						

Student's Signature _____ Date: _____

Parent's /Guardian's Signature _____ Date: _____

APPENDIX F

Washington Latin PCS Wellness Policy 2020-21

Healthy Schools Act of 2010 guidelines

1-Healthy foods and beverages sold individually in vending machines, snacks and fundraisers must be:

- Fruit based drinks that contain 100% fruit juice and no additional caloric sweeteners
- Water or seltzer water; and
- Low-fat or fat-free milk

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

- Total Fat: <35% total calories from fat
- Saturated fat and trans fat: <10% total calories from saturated fat
- Sugar: <35% weight from sugars, excluding sugars occurring naturally
- Sodium: <230 mg/serving (snacks): <480 mg (pastas, meats, soups); <600 mg (pizza, sandwiches)
- Limited portion sizes for snack items, desserts, and beverages sold individually.

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

- Schools shall not permit third parties to sell foods or beverages on school property 90 minutes before the school day begins until 90 minutes after the school day ends;
- Schools shall promote foods & beverages that meet nutrition standards

3-Food Marketing in Schools Celebrations

- Schools should limit celebrations that involve food to no more than ***one party per class per month.***
- Each party should include ***<1 item that does not meet nutrition standards.***

This Local Wellness Policy (LWP) outlines Washington Latin's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools at Washington Latin PCS. Specific measurable goals and outcomes are identified within each section below.

Local Wellness Committee

Committee Role and Membership

Martita Fleming, Director of Operations, will establish a Local Wellness Committee that meets at least two times per year to develop goals for and oversee implementation of school health and safety policies/programs, including periodic reviews and updates of this LWP.

The Local Wellness Committee will represent all school levels (middle and upper schools) and include (to the extent possible), but not be limited to: parents/guardians and caregivers; students; physical education teachers and athletic director; school health professionals (e.g., nurses, health educators, and other allied health personnel who provide school health services), and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists); school administrators (e.g., superintendent, principal, vice principal); school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general

public. When possible, membership will also include the School Social Worker to represent the Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed).

Leadership

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. For the coming school year, the designated official is Martita Fleming, Director of Operations:

Name	Title /Role at School	Email address	Role on Committee[A]1]
Martita Fleming	Director of Operations	mfleming@latinpcs.org	Committee Chair
Peter Anderson	Head of School	panderson@latinpcs.org	Committee Member
Aryn Davis	Director of Student Support	ardavis@latinpcs.org	Committee Member
Joyce Hamd	US English/History Teacher	jhamd@latinpcs.org	Committee Member
Kerry Richardson	Director of Family Engagement	krichardson@latinpcs.org	Committee Member
Jennifer Thorpe-Lewis	PFA President and Parent	papresident@latinpcs.org	Committee Member

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Washington Latin will develop and maintain an implementation plan for implementing this LWP. This plan will delineate the roles, responsibilities, actions and timelines specific to each school; and include information about who will be responsible to making what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

Washington Latin will use a variety of tools (see list below) to complete school-level assessments of implementation of this plan; based on the results the school will create an action plan, implement the plan and generate an annual report. Washington Latin will retain records to document compliance with the requirements of this LWP at the main office and with the Office of the State Superintendent of Education.

Documentation maintained in these locations will include but is not be limited to:

- This written LWP
- Documentation demonstrating that the policy has been made available to the public
- Documentation of efforts to review and update the LWP; including an indication of who is involved in the update and methods the LEA uses to make stakeholders aware of their ability to participate on the Local Wellness Committee
- Documentation to demonstrate compliance with the annual public notification requirements
- The most recent assessment on the implementation of the LWP
- Assessment documents will be made available to the public

Washington Latin will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The school will make this information available via the school website <https://latinpcs.org> and through Latin community-wide communications. This will include a summary of the school's events or activities related to wellness policy implementation. Annually, Washington Latin PCS also will publicize the name and contact information of the school officials leading and coordinating the Local Wellness Committee, as well as information on how the public can get involved with the Committee.

Triennial Progress Assessments

At least once every three years, Washington Latin will conduct a Triennial Progress Assessment and develop a report that reviews the school's compliance with this LWP. This assessment and report will include a full description of the progress made in attaining the goals of Latin's LWP.

The positions/persons responsible for managing the triennial assessment and report are Martita Fleming, Director of Operations, and Peter Anderson, Head of School. The above referenced individuals will monitor Washington Latin's compliance with this LWP and develop the triennial progress reports by utilizing, among other tools, the annual LEA self-evaluations described in the above section. Washington Latin will actively notify households/families of the availability of the triennial progress report.

Establishing a Plan to Measure the Impact and Implementation of the Local Wellness Policy

Washington Latin PCS will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

- School Health Index
- FITNESSGRAM data collection and analysis
- OSSE Health and Physical Education student assessments
- DC Healthy Schools Act School Health Profiles
- Centers for Disease Control and Prevention School Health Profiles
- Youth Risk Behavior Surveillance System results
- WellSAT 2.0
- USDA triennial administrative review

Revisions and Updating the Local Wellness Policy

This LWP will be assessed and updated at least every three years, following the triennial assessment discussed above. The Local Wellness Committee will update or modify this LWP based on the results of Latin's annual self-assessment, the USDA triennial administrative review, and on other variables, including if and when Latin's health priorities change; the community's health needs change; the wellness goals are met; new health science arises, new technology emerges; and new federal or state guidance and standards are issued.

Community Involvement, Outreach and Communications

Washington Latin is committed to being responsive to community input, which begins with awareness of the LWP. The school will actively communicate ways in which representatives of the Local Wellness Committee and others can participate in the development, implementation and periodic review and update of the LWP through a variety of means appropriate for Washington Latin.

- The school will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.
- Washington Latin will actively notify the public about the content of or any updates to this LWP annually, at a minimum Washington Latin will also use these mechanisms to inform the community about the availability of the annual and triennial reports.
- Additionally, Washington Latin PCS will disseminate this LWP to parents through posting it in the school office, on the school website and through our Parent-Faculty Association.

Nutrition

Washington Latin is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, lean protein and fat-free or low-fat dairy, that are moderate in sodium, low in saturated fat, have zero grams trans-fat per serving (nutrition label or manufacturer’s specification), and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of students, help mitigate childhood obesity, model healthy eating habits to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

Washington Latin is committed to offering school meals through the National School Lunch Program (NSLP), School Breakfast Program (SBP), and other supplemental programs, that:

- are accessible to all students
- are appealing and attractive to students
- are served in clean and pleasant settings
- meet or exceed current nutrition requirements established by local and federal statutes and regulations
- ensure all qualified students will become eligible for free lunch
- schools will provide at least 20 minutes for students to eat lunch and sufficient time during the lunch period for every student to pass through the service line
- schools will operate a Universal “Free for All” School Breakfast Program in the cafeteria
- promote healthy food and beverage choices by using Smarter Lunchroom techniques, such as the following:
 - whole fruit options offered in attractive, accessible settings
 - sliced or cut fruit offered, especially for age-appropriate students
 - alternative entrée options (e.g., salad bar, vegetarian options) are highlighted on posters or signs within all service and dining areas
 - student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas
 - placing white milk at the front of the coolers
 - menus will be posted on the LEA website or individual school website and will include nutrient content and ingredients

Washington Latin will strive to implement the following Farm to School activities:

- Hosting a school garden and engaging students in the maintenance of that garden
- Local and regional products are incorporated into the school meal program

Staff Qualifications and Professional Development

All nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education and training required in the [USDA Professional Standards for Child Nutrition Professionals](#).

Water

To promote hydration, free, potable drinking water will be available to all students throughout the school day and throughout every school campus. Washington Latin PCS will make drinking water available where school meals are served during mealtimes. Additionally, Washington Latin PCS will also ensure that all water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.

Competitive Foods and Beverages

Washington Latin is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools, are available [here](#).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards and the DC Healthy Schools Act 2010.

Rewards

Washington Latin will not use foods or beverages as rewards, incentives or prizes for academic performance or good behavior that do not meet the above nutritional requirements.

Third-Party Vendors

Washington Latin will not permit third-party vendors to sell foods or beverages of any kind to students on school property from midnight on the day school begins to 90 minutes after the school day ends, in accordance with Healthy Schools Act and USDA Smart Snacks Standards.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Washington Latin will make available to parents and teachers a list of healthy fundraising ideas including the following: walk-a-thons, Jump Rope for Heart, and dance-a-thons. Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

Food and Beverage Marketing in Schools

Washington Latin is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Washington Latin PCS strives to teach students how to make informed choices about nutrition, health and physical activity. It is Latin’s intent to protect and promote students’ health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with this LWP.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- Displays, such as on vending machine exteriors;
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (note: immediate replacement of these items are not required; however Washington Latin, will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy);
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by Washington Latin;
- Advertisements in school publications or school mailings; and
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As Washington Latin's school nutrition services, athletics department and Parent-Faculty Association (PFA) reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this LWP.

Nutrition Promotion

Washington Latin will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing 10 or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques
- Ensuring 100 percent of foods and beverages promoted to students meet the USDA Smart Snacks nutrition standards. Additional promotion techniques that Washington Latin PCS schools may use are available here.

Ensuring Quality Nutrition Education, Health Education and Physical Education

Washington Latin aims to provide age-appropriate and culturally sensitive instruction in nutrition, health and physical education that help students develop the knowledge, attitudes and skills to enjoy healthy eating habits and a physically active lifestyle.

Nutrition Education

Washington Latin will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects

- Includes enjoyable, developmentally appropriate, culturally relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity and exercise)
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services
- Teaches media literacy with an emphasis on food and beverage marketing
- Includes nutrition education training for teachers and other staff
- Provides opportunities for students to practice the skills taught through the health education curricula.

Essential Healthy Eating Topics in Health Education

Washington Latin will include in the health education curriculum the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Balancing food intake and physical activity
- Social influences on healthy eating

Health Education

Washington Latin is dedicated to providing formal, structured health education, consisting of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. As such the school will provide students a comprehensive school health education that address a variety of topics such as alcohol and other drug use and abuse, healthy eating, nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula and instruction should address the [DC Health Education Standards](#) and incorporate the [characteristics of an effective health education curriculum](#). Washington Latin will provide health education that:

- Is offered at least 75 minutes per week at each grade level, 5-8, as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health
- Is incorporated into classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects
- Incorporates an age-appropriate sequential health education curriculum that is consistent with District and national standards for health education
- Incorporates active learning strategies and activities that students find enjoyable and personally relevant;
- Incorporates opportunities for students to practice the skills needed to maintain and improve their health
- Incorporates a variety of culturally-appropriate activities that reflect the community's cultural diversity
- Incorporates assignments or projects that encourage students to have interactions with family members and community organizations
- Requires the health instructors to participate at least annually in health education professional development
- Requires professional development for all teachers in classroom management techniques every two years

Additionally, in an effort to ensure reinforcement of health messages that are relevant for students and meet community needs, Washington Latin will base its health education program in part on the results of the Health

and Physical Education Assessment and in collaboration with the community. Washington Latin will also seek to imbed health education as part of student visits with the school nurse, through posters or public service announcements and through conversations with family and peers.

Improving Environmental Sustainability

Washington Latin will seek to improve its environmental sustainability and engage in sustainable agriculture practices through:

- contracting with food service vendors that utilize locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices
- maintaining a school-wide recycling programs
- hosting a school garden
- offering an AP Environmental Studies curriculum, as possible

Physical Education and Physical Activity

Washington Latin acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of Washington Latin that students engage in the recommended 60 minutes per day of physical activity. Additionally, recognizing that physical education is a crucial and integral part of a child's education, we will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being.

The components of Latin's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga or the martial arts, as well as, goals to increase physical activity for students to satisfy the Healthy Schools Act requirement.

Students shall be given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, interscholastic athletics, fitness, and exercise programs open to all students and physical activity clubs. Washington Latin will ensure that:

- students in grades 6-8 receive at least 225 minutes per week of physical education
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition and health
- 50 percent of physical education class time is devoted to actual physical activity
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather or other inclement conditions
- physical activity is neither required nor withheld as punishment

APPENDIX G

MAGIS Afterschool Behavior Contract

The **MAGIS** Afterschool Program provided by Washington Latin is considered an extension of the school and students are expected to behave in the same manner as is expected during the school day. The ability to participate in the Afterschool Program may be rescinded at any time. Program staff are responsible for the safety and welfare of those students in the program, and students should adhere to their instructions at all times. The staff has the expectation that students will:

- **Respect one another and the adults** around them at all times and will not act in a manner that is disruptive, rude or disrespectful. They will act in compliance with the school’s behavioral rules as set forth in the Family Handbook, including policies on technology use, bullying, etc.
- **Report to and remain in the designated Afterschool Program areas** unless specifically directed by a member of the school staff.
- **Not roam about** the building or grounds unsupervised.
- **Respect the space and materials** used during the program.

Program staff will take appropriate action regarding any infractions of the above and may also report such infractions to the appropriate school administrators, who may follow up on the issue and take additional action. Please note that not meeting the school’s expectations may lead to the student being removed from the program for the remainder of that session with forfeit of payment.

We (both children and parents/guardians) have read the information above on appropriate behavior and understand and accept that participation in the **MAGIS** Afterschool Program is subject to demonstration of that behavior. We further understand that students can be barred from the program, if, in the view of the school authorities, their actions, behavior, attitude, and/or lack of compliance with expectations endanger or create problems for either the adults or the other students in the program. I, the parent/guardian, further understand and accept that removal from the program will extend for the remainder of the session – no exceptions – and that there will be no refund of payment should my child(ren) be removed from the program.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Signature: _____ Date: _____

APPENDIX H

Washington Latin Bus Behavior Contract

The buses provided by WLPCS are considered an extension of the school. While riding the bus, students are expected to behave in the same manner as in the classroom, building and grounds.

The ability to ride the school bus is a privilege, not a right, and may be rescinded at any time. The bus driver and bus monitor are responsible for the safety and welfare of students on the bus, and students should adhere to their instructions at all times. The driver and/or bus monitor will report any infractions of the rules below to the Director of Student Life who will follow up on the issue and take appropriate action. A meeting with a parent and one of the Deans of Students may be required before the student will be allowed to ride the bus again. A second offense will mean that the student may no longer ride the bus. There will no longer be a warning given for misbehavior, nor will there be an appeal process if the bus staff recommends suspension.

Please note that not meeting the School's expectations may lead to the student being removed from the bus for the remainder of that season with forfeit of payment.

The driver, the monitor and the School expect that students will adhere to the following bus rules:

- Students remain seated at all times and may not move from seats until the bus comes to a complete stop.
- Students' actions should not cause the driver to be distracted while the bus is moving.
- Students may talk quietly with a neighbor but not talk in an overly loud voice, scream or yell.
- There is to be no profanity, vulgar language or gestures.
- Students should confine their activity inside the bus. All body parts (head, arms, long hair, etc.) must be kept inside the bus. Students may not gesture, talk or in any way interact with pedestrians or other drivers.
- Students should maintain the cleanliness and condition of the bus by not writing on any part of the bus, ripping or tearing seat covers, throwing anything, or leaving litter on the bus.
- There is to be no threatening or sexual harassment of others.
- There is to be no throwing of anything within the bus or out of the window of the bus.
- There is to be no wrestling, spitting, fighting, pushing, and/or shoving.
- There is no holding of seats for other students; students should take the window seats if available to allow efficient loading of the bus from the center aisle.

We, parents/guardians and child(ren), have read the attached page on bus behavior. We understand and accept that riding the bus provided by WLPCS is a privilege. I, the parent/guardian further understand and accept that my child(ren) may be removed from the bus at any time, if, in the view of the School authorities my child(ren)'s actions, behavior, attitude, tardiness, and/or lack of compliance with expectations endanger or create problems for either the driver or other students. I further understand and accept that removal from the bus will extend for the remainder of the season (Fall, Winter, or Spring – no exceptions) and that there will be no refund of payment should my child(ren) be removed from the bus.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Signature: _____ Date: _____

APPENDIX I

Guidelines for Responsible Technology Use for Middle & Upper Schools

Both parents and students must read and sign this form and return it to the advisor as soon as possible.

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

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

By signing below, you acknowledge understanding and acceptance of these guidelines.

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

SIGNATURE: _____ SIGNATURE: _____

APPENDIX J

Classroom Responsibilities and Expectations (from student planner)

Dear students of Washington Latin Public Charter School,

Welcome to the 2020-2021 school year, the 15th year in Washington Latin’s history! Last year we redesigned our student planner so that we could include some policies and procedures from our Family Handbook. The pages that follow are just an excerpt from the full handbook which can be found on the school website on the Parents and Students pages. Please keep this planner with you at all times. We will be referring to it in advisory and at other times to remind all of us of the rules of our community. More specific details about disciplinary consequences can also be found in the Family Handbook.

Every day over 800 people walk in our doors to go to school. If we are to work with each other in harmony and with good will, we must follow certain norms. We must try hard every day to be decent with one another, to acknowledge each other’s presence, and to speak in a tone we would like others to use with us. *Words matter!*

The adults in the building are here to help you. Reach out and grab hold of the support they are extending to you. Take charge of your education in this school year. I wish you nothing but the best and will do all I can to create an environment where you are challenged, safe, and loved.

Sumus leones!

Dr. Diana Smith, Principal
Washington Latin Public Charter School

Words We Live By

The mission of Washington Latin Public Charter School is to offer a challenging classical education that is accessible to students throughout the District of Columbia.

By “*challenging*” we mean an education that aims to do the following:

1. Put interesting and complex ideas in front of students
2. Require students to discuss ideas that have no simple solution
3. Ask students to learn two languages other than their own
4. Ask students to consider the group consequences of an individual’s actions.

By “*classical*” we mean an education that emphasizes the following:

1. The lessons of the ancient traditions of the world, with a particular emphasis on those of Greece and Rome
2. The Latin language
3. A curriculum that explores the nature of truth, beauty, and goodness
4. A pedagogy that invites student voices of agreement and dissent
5. The nature of an informed, reasoned, flexible opinion

Our Mottoes

*Our official motto: **Discite Servaturi (Learn, those who are about to serve!)***

As members of a school, family, neighborhood, district, and nation, we all ought to be giving back for the common good. The education we offer at Washington Latin encourages students to learn so that they might not only enrich their own lives, but also give back to the groups in which they will find themselves.

*Our unofficial motto: **Words Matter!***

“Words matter” we often say at Washington Latin. Please be mindful of the words you use to and about others, whether in speech or in writing. Words can wound. Unless you have something decent to say, just don’t say or write it.

SAFETY

Everyone has a right to feel safe in our community. When your actions directly or indirectly endanger others, you are breaking the most important rules of our community and you will suffer serious disciplinary consequences. Breaking one of the major rules is grounds for immediate expulsion.

Please note that these rules apply to all school-sponsored events that might occur after normal school hours, e.g. dances, overnight trips, international trips. They also apply to the times a student rides our school buses.

MAJOR RULES

1. You may not bring a weapon of any kind to school nor may you use an instrument in a threatening and dangerous manner.
2. You may not leave campus unless you have permission to do so, either by school personnel or by a parent. You must sign out when you leave, even if you have permission. Middle School students may not leave campus at the end of the day and return without permission.
3. You may not bring any kind of illegal substance on the campus nor may you be on the campus under the influence of an illegal substance. This includes alcohol, marijuana, tobacco, and any other substance illegal for minors to purchase without a prescription from a medical professional.
4. You may not bully or harass any member of our community. In an ambiguous situation, school administrators reserve the right to decide what constitutes bullying or harassment.

SAFETY DRILLS

Throughout the year, we will conduct three different kinds of safety drills: fire, evacuation, and lock-down. These exercises are for your safety, so we ask that you take them seriously. Any tampering with the safety equipment at school will result in disciplinary consequences.

HONESTY

We are a community that runs on trust, so the message is simple: do not lie, cheat, or steal. You will suffer disciplinary consequences should you do one of these things.

LYING

When you have done something wrong, the temptation is always to deny what you did. We ask that you tell the truth – plainly and quickly. Once you are untruthful about what you did,

then you make an already bad situation much worse. Please tell the truth! Should the school ascertain that you are lying, you will be suspended either in school or out of school, depending on the severity of the situation.

CHEATING

Students sometimes take the expedient way of getting their work done and copy the work of another person, whether of a friend who is sitting next to them or from the writing of an author in a published work. Any form of direct copying is dishonest and is against the code of conduct of our school. Should you copy the work of another person and present it as your own, you are plagiarizing. Plagiarism is a serious offense. Should you be caught copying the work of another and presenting it as your own, you will receive a zero for the assignment or the test/exam, and you will need to meet with a member of the school administration to discuss your actions. If you willingly give your work to someone else to hand in as their own, you will receive a zero for that assignment and will have to meet with a member of the administration. Should you engage in plagiarism more than once, you will face more serious disciplinary consequences and your ability to work independently and freely will be curtailed.

STEALING

There is simply no reason to steal the belongings of a member of your community. Stealing in our terms includes “borrowing” something without permission from the owner. Should you steal the belongings of a member of our community, you will be suspended for at least three days; depending on the severity of the action and your attitude to what you did, the suspension may be part of your permanent academic record.

RESPECT

Out of respect for the serious academic environment we aim to create in our building, we require that you abide by the dress code outlined below. Being out of uniform is a disciplinary offence and will result in demerits in the Middle School, and then a conversation with school personnel and parents. In the Upper School, repeated violations will necessitate a conversation with school personnel and your parents.

Our **DRESS CODE** is as follows:

1. Students in grades 5-10 must wear a navy, gray or white long or short-sleeved polo shirt with the school insignia. Denim/Chambray long or short-sleeved shirts are not acceptable. (Juniors and seniors may wear a plain, white, gray, or navy collared shirt that is fit for professional wear.)
2. All students must wear khaki (tan) pants, shorts, or skirts, all of which must be no higher than 2” above the knee. Variations of brown and olive green are not acceptable.
3. Students must wear closed-toed shoes. Slip-ons or open-toed sandals are not acceptable. Students may not wear fishnet leggings or stockings.
4. Students in all grades may wear a solid navy, gray, or white outercoat, hoodie, or sweater over their school uniform shirt. Outerwear may not be worn in place of a school uniform shirt. In the Middle School, the outerwear must have the school insignia. Outerwear may not have writing of any kind, except for a small product label.
5. All hats, skull caps, and head wraps must be removed once students enter the building, except as religious beliefs or health reasons dictate.

USE OF CELLPHONES

The good news is that you may have your cell phone at school; however, in return for that freedom, you must abide by the rules of the school vis-à-vis cell phone use. Cell phones are great for individual use but they can also encourage disrespectful behavior. We put our policies about cell phone use under this section of “respect” as we want you to understand how your cell phone fits into the environment we are aiming to create. We ask that you abide by the following:

1. You will take off your headphones when you enter the building and leave them off until breaks in the day. You cannot attend to another person when you have headphones on. If a teacher gives you permission to use your headphones, you may of course do so.
2. If you are speaking with an adult, you should put your cellphone away unless you are using it for the purposes of the conversation. We will ask the adults to do the same.
3. Please do not bring portable speakers to school. Should you do so, we will take the speaker and return it to you at the end of the day.

Middle School

You may not use your cell phone at all during the day. Please put your phone in your locker and leave it there. If an adult sees you with a phone during the day, unless you have permission to use it, he or she will take the phone and give it to a dean for the rest of the day. The dean may decide to keep your phone in “phone jail” for the remainder of the academic quarter.

Upper School

You may use your cell phone during break and lunch only. During class time, your phone must be in the cell phone pockets at the front of your classrooms. You obviously may use your phones if your teacher is doing an activity that requires a phone. If you violate the rule above and use your cellphone during class, your teacher will give you a “phone jail” ticket. If you receive a phone jail ticket, you are required to give your cell phone to a dean at the start of the day for the entire academic quarter in which your violation occurred. The dean will return the phone at the end of each day. Should you decide not to give up your phone or to bring a second phone, you will be suspended for at least one day. We also require that you read and sign the Guidelines for Responsible Technology Use that can be found as an appendix to our handbook.

THE BUILDING

You will notice that we have a small maintenance staff and that we do much of the moving and setting up of the building ourselves. You need to do your part.

1. If an adult asks you to help set up or clean up a public space, please do so willingly.
2. Please put your trash in the trash and recycling bins. No one else is supposed to pick up your trash.
3. Please respect the physical space around you. Please do not write on the walls, the desks, or any surface.
4. Please keep the bathrooms clean, including keeping the toilets free of trash, and do not jump or sit on the sinks.

ATTENDANCE IN SCHOOL AND CLASS ATTENDANCE

You cannot get an education if you are not in class!

Unless there is a very good reason for your absence, you must come to school. Some rules to keep in mind about attendance:

1. If you are going to be absent from school, the school **MUST** have communication from your parent or guardian as to why you are absent. For medical appointments, etc., you must have a valid doctor's note. Any attempt to falsify attendance will result in an out-of-school suspension.
2. If the school does not receive communication from your parent or guardian about your absence, then you will receive an unexcused absence. See the Family Handbook for the guidelines about truancy. Chronic absenteeism can be a serious problem, so be sure you are clear about our policy.

TARDINESS

Washington Latin takes tardiness very seriously. Failing to be on time for your obligations is unprofessional and can result, in your later lives, in serious consequences. Being tardy also affects the lives of those who have to wait for you. We want to train in you the habit of being on time and therefore have consequences for tardiness.

Tardiness to school

1. If you arrive to advisory after 8:10 am, you are tardy to school. You will be marked tardy. Please note that all school tardies are part of your permanent academic record and will be reported to any academic institution in your future.
2. If you arrive at school after 8:20 am in the Upper School or after 8:30 am in the Middle School, you **MUST** check in at the front desk and you will be marked tardy. You will receive a late pass for class.
3. In the Upper School, if you arrive at school after 8:45 am, you will be directed to the administrator on tardy duty. That person will call your parent or guardian to find out why you are late. You will be required to attend Saturday detention for the amount of time you were late during the course of the week. Any student who does not attend the required Saturday detention will be suspended out of school.

Tardiness to class

We have built a 5-minute passing time between each class. This is plenty of time for you to get from one class to another, as long as you make it a habit to get where you are going. There are consequences, however, if you are late to class.

Middle School - If you receive 5 tardies to class or to school in one week, you will serve a detention from 3:45- 4:45 one day during the following week. If your habit of tardiness does not change after a few weeks, your parent or guardian will be asked to come to school to help address the issue.

Upper School - If you are late without a valid excuse, as determined by the teacher, to an individual class more than 3 times in a quarter, on the 4th time, you will automatically lose 5% from your quarter grade. If you are then late another 3 times, on the 8th time, you will lose another 5%.

APPENDIX K

Notice of Non-Discrimination

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 professional organizations holding professional agreements with Washington Latin Public Charter School (“Latin”) are hereby notified that Washington Latin Public Charter School does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability in admission or access to, or treatment or employment in, its programs and activities.

APPENDIX L

No Policy Preventing or Denying Constitutionally Protected Practices

As a condition of receiving funds under the reauthorized Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act of 2015, local educational agencies (LEAs) must certify that they have no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools, as detailed in Section 8524. The Office of the State Superintendent of Education (OSSE) is required to collect this certification from LEAs annually.

Washington Latin has submitted certification to the DC Office of the State Superintendent of Education (OSSE) that it is in compliance with this requirement via Phase I of the ESSA Consolidated Application for federal fiscal years (FFY) FFY15, FFY16, FFY17, FFY18, FFY19, FF20, and the upcoming FFY21.

APPENDIX M

Grievance Policy

Washington Latin strives to build strong, trusting relationships with all members of the community, including parents, students and faculty. When disagreements arise, we aim to resolve them through civil discussion. We encourage parents and guardians to address concerns or disagreements with members of the Latin faculty or administration directly to resolve the issue through informal conversation.

Informal Grievance

If direct conversation with the involved individual(s) does not resolve the issue, grievants are encouraged to take their concern for prompt and candid discussion with a supervisor, the Principal or Head of School.

If the situation is still not adequately resolved through these informal means, the following grievance procedures should be employed to ensure that complaints receive full consideration. Individuals are encouraged, but not required, to discuss their concerns with appropriate school officials before resorting to a formal complaint.

Formal Grievance

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

What May Be Grieved

The Washington Latin grievance process should be used as follows:

- To deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts
- To resolve complaints of discrimination and harassment based upon race, color, national origin, sex, age, disability, religion, personal appearance, sexual orientation, gender identity or expression, etc.

Who May Grieve

The procedures set forth below may be used by grievants who are employees, students, parents, or visitors.

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 Aryn Davis, Director of Student Support, ardavis@latinpcs.org, 5200 2nd Street NW, Washington, DC 20011, 202-223.1111.
- Complaints involving Washington Latin **employees or third parties** may be submitted to Yinnie Tse, Director of Finance, ytse@latinpcs.org, 5200 2nd Street NW, Washington, DC 20011, 202-223.1111.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance. Washington Latin prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

Grievance Procedure

A formal grievance may be filed by following the steps outlined below.

Initial Grievance Submission

- Within 90 days of the alleged incident (discrimination, harassment, etc.), written notice of the complaint must be filed with the individual designated above. Complainants may use the grievance 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 is 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.

Appealing Initial Outcome

- 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, Peter Anderson, panderson@latinpcs.org or by mail to 5200 2nd Street, NW Washington, DC 20011 within ten (10) business days after receipt of the response.
- The Head of School will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the Head of School will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Appealing Second Outcome

- 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, (Chris Wilkinson, President, chriswilkinson@gmail) 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.

Filing a Complaint with the Office for Civil Rights

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

WASHINGTON LATIN PCS - GRIEVANCE FORM

Date: _____

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

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

Your suggestions on resolving the complaint:

APPENDIX N

Washington Latin Public Charter School Family Handbook 2020-21

Acknowledgement Form

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

We have read the Washington Latin PCS Family Handbook for 2020-21 and understand what is expected. We are committed to living up to and supporting the standards for behavior outlined.

Student's Name

Student's Signature

Date

Parent/Guardian's Name

Parent/Guardian's Signature

Date

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

Parent/Guardian Name(s): _____

Street address(es): _____

Telephone (home): _____

Telephone (mobile): _____

Email: _____