



# WASHINGTON LATIN

## PUBLIC CHARTER SCHOOLS

A Classical Education for the Modern World

### **STUDENT LIFE: Culture and discipline at Latin**

#### **Discipline Philosophy**

Four principles, known collectively as The Latin Way, underlie the culture at Washington Latin Public Charter School. These four principles - fall in love with enduring ideas, seek the conversation, trust courageously, and serve the common good - are our “commandments,” exhorting all members of our community to participate fully in their own learning and growth, and in the health of the community.

The principle of “courageous trust” shapes everything that happens in our school buildings. We deliberately trust our students, recognizing that without the freedom to experiment and possibly make mistakes, students cannot learn. We trust students to move freely through the school buildings; we give students some unstructured time so they can make choices about its use; we honor students’ ability and pace in trusting others. It takes courage to be trusting, yet we know that without it, there can be no freely-chosen behavior.

When students make mistakes and hurt either their own or others’ wellbeing, then we live out our philosophy of discipline. At the core of our philosophy lies another of our Latin Way principles: a commitment to the ancient and enduring idea of justice or, in the words of the ancient Greeks, a love for doing what is just and right. Every person in our community has a right to just and merciful treatment by fellow members. We explain to students that justice is not vengeance, and that if a student mistreats another student or a student’s property, there will be just consequences commensurate with the offense. We are not in the school business to adjudicate crimes but to teach the young people in our care the importance of monitoring behavior in accordance with the needs of the individual and the community.

#### ***Trauma-Informed Classroom***

Consistent with our commitment to understanding the individual, Washington Latin trains all faculty in the tenets of the trauma-informed classroom. Our goal for this year is that all members of the faculty will be trained in this approach by the end of the school year and that it will be an essential component of our approach to discipline through which student behavior and needs are understood. While the school will continue to utilize conventional responses to disciplinary infractions, such as in-school or out-of-school suspension or detention, we are committed to not making this our sole approach. In training faculty, we emphasize the need for consistency balanced with consideration, particularly for students who have experienced trauma. We will identify issues that affect students’ behavior and craft a response that builds positive relationships with peers and caring adults in order to support their emotional and academic growth while also taking into account our concomitant responsibility to our entire community.

#### ***Restorative Justice and Peer Mediation***

Behavioral expectations and consequences also reflect our overarching objective of helping our students become thoughtful people who will contribute to the public good and continue a lifelong quest towards a fuller humanity. We strive to incorporate the restorative approach in every disciplinary action to address students’ actions and also repair relationships. This includes a robust and growing peer mediation program. Peer Mediation now exists as a credited (elective) course in our Upper School and is an elective in the Middle School, giving our younger students the opportunity to join and grow in the program. Students are encouraged to use this program for conflicts with both students and teachers. To the extent possible, we rely on student leaders who have received this important training to facilitate Peer Mediation.

# CONDUCT AND BEHAVIOR

## Code of Conduct

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

The Code of Conduct applies to all Washington Latin students whenever their conduct is reasonably related to school or school activities. This includes:

1. On school grounds before, during, and after school hours
2. At any other time when the school is being used by another school group
3. Off school grounds at a school activity, function or event
4. Traveling to or from the school, a school activity, or a school-related function
5. On a school-sponsored bus or public transportation traveling to and from school
6. When a Washington Latin student is in a capacity representing the school on or off campus
7. When using any electronic device on campus, whether school-owned or not, through social media, chatting, texting or any other means of communication online.
8. At other times when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

## On-Campus Rules

- Students are expected to remain on school grounds during the day. Leaving without permission for any reason is in violation of our attendance policy (please see details below).
- All visitors must sign in at the front door and check in with staff at the main office, unless they are at school for a brief stop (such as picking up a student after school) or for an open event (such as a PFA meeting).
- Visiting friends or relatives may only attend class with students with prior approval of the Principal. Visitors must sign in at the front office upon arrival and sign out upon departure.
- Students are expected to take good care of all school property, including (but not limited to) textbooks, library books, computers and other technological devices, school materials, furniture, and the school building. Students and families will be held financially responsible for any damage to or loss of school property they use, and reimbursement must be received before the end of the school year.
- Students should label all personal items with their name and are expected to use their assigned locker or cubby to store personal possessions while at school. At each campus, there is an area for the lost-and-found (at 2nd Street: outside of the MPR; at Cooper: behind the desk at the front office). Families and students are strongly encouraged to check this area often for lost items. More valuable items (cell phones, jewelry, glasses, etc.) are kept secure, and students or families may ask office staff about missing items. We regularly donate unclaimed items to charity after notifying all families of the deadline (ex: “we will donate the remaining items by this Friday, so please come check for your missing stuff!”)
- Students may sell items at school or school functions only with permission from the campus Principal or a person designated by the Principal to authorize sales.

# Tutorial Period and Afterschool Rules

There is a tutorial period immediately after school Monday-Thursday during which time all full-time teachers at both campuses are available to meet one-on-one or in small groups with students in all grades. Tutorial is a critical time to extend your learning after class is done. Students may be required to stay for this period if they have been asked to do so by one or more of their teachers.

Students may not stay after school without being actively engaged in a designated afterschool activity or without the express permission from a teacher. Students with such permission must remain with that teacher. All others must leave campus. Students who leave campus will not be allowed to re-enter unless accompanied by a coach or teacher. Students waiting to be picked up may wait in designated areas but may not wander the school. Out of courtesy to our faculty, please pick up your children after school on time. Families who repeatedly pick up their children late will be asked to attend a mandatory meeting with a school administrator.

## MAGIS Afterschool Program for Middle School Students

- Washington Latin's MAGIS Afterschool Program is offered to middle school students at both campuses and operates from just after school ends to 6:00 pm, Monday-Thursday. The program is not offered on Fridays, school holidays nor half-days.
- Students may enroll for 1 to 4 days per week per session or for the entire year. Please see the 2nd Street [MAGIS page](#) or the [Cooper Magis page](#) for more information and to register your child for a range of opportunities, including cooking class, chess club, sports and games, and more.
- Drop-in participation is also an option, though we may not be able to accommodate students joining a particular program as it is offered on an as-is basis.
- Students who remain on campus after Tutorial without other organized activity will automatically participate in MAGIS and parents will be charged the drop-in rate.
- **Financial assistance is available.** It is Latin's policy that no student will be turned away from an opportunity for financial reasons. Please contact Martita Fleming for more information.
- Students and parents are required to review and sign a behavior agreement in order to participate in the program (including drop-in).

## OFF-CAMPUS RULES AND LATIN TRANSPORTATION RULES

As noted, Washington Latin expects all students to comply with our Code of Conduct at all times, including when off campus but still representing the school during:

- Daytime field trips around DC
- Grade-level overnight trips
- Extra-curricular activities, such as Model UN and Debate Team
- Athletic practices and competitions

Students must also recognize the authority of non-Latin faculty when off campus and follow their directions as they would a Latin teacher, including bus drivers, opponents' coaches, parent/guardian chaperones, etc.

### Behavior on Latin-Sponsored Transportation

In order to make our schools accessible to students throughout DC, we offer bus service for both campuses. Parents pay for this service to help defray the cost, but aid is available. Details are available on our website. If you have questions, contact Martita Fleming, Director of Operations, at [mfleming@latinpcs.org](mailto:mfleming@latinpcs.org).

The buses provided by Latin 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 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. Students must comply with the following bus rules:

- Students must remain seated at all times and may not move from their seats until the bus has come to a complete stop.
- Students' actions should not cause the driver to be distracted while the bus is moving.
- Students may converse 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 remain inside the bus. Students should refrain from gesturing, talking or in any way interacting with pedestrians or drivers of other vehicles.
- 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.

***Riding the school bus is a privilege, not a right, and may be rescinded at any time.*** The driver and/or bus monitor will report any infractions of the rules to the Principal, who will follow up on the issue and take appropriate action, including the following:

- A meeting with a parent and a campus administrator 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.
- Note that there will be no appeal process if the bus staff recommends suspension of bus privileges.
- When a student is suspended from bus privileges, payment is forfeited.
- Students and parents are required to review and sign a behavior agreement in order to ride the bus.

## TECHNOLOGY USE AND EXPECTATIONS

The code of conduct for students also applies on all technological devices, both school-owned and personal, when the student is at Washington Latin, through social media, chatting, texting or using any other means of communication through these devices. At the start of the school year, advisors will review the *Guidelines for Responsible Technology Use* to be signed by each student and family (see our [Tech page](#) for more information). The following summarizes our technology policies and rules.

### Guidelines for Responsible Technology Use - All Students – All Grades

Washington Latin expects appropriate and ethical use of the school's technological resources consistent with our 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 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 organization 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 Washington Latin, including keyboards and monitors.
- Students will not attempt to breach the security system or disrupt normal network operations.
- 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.

### Personal Devices

The school understands that many students have cell phones. Such devices are in many cases crucial to communicate with family and friends, especially when traveling to and from school. Cell phones may, therefore, be brought to school. Students must be aware that the school's Code of Conduct applies to technology use at school, including on personal devices. The following specific rules also apply at all times:

- Students may use headphones on campus in certain situations, specifically at break or lunch or in class/study hall only with the teacher's permission. Students may not use headphones or earbuds as they travel through the building and will be asked to take them off/out upon arrival to campus.

- 2nd Street Students in grades 7-12 may use their cell phones during break and lunch; students in the Upper School may also use their cell phones during passing periods.
- Electronic devices may be used in the classroom for academic purposes only with permission of the teacher in that room.
- When a student receives a phone violation for using an electronic device in class without the permission of a faculty member, he/she will lose the right to have the phone during the day. For the remainder of the academic quarter in which the violation occurred, students will be required to surrender their phone to a Dean at the beginning of school and get it back at the end of the day. Failing to abide by this consequence and not turning one's phone in to the Deans may result in additional discipline action.

Students at both campuses in 5th and 6th grades may not use their cell phones at any time during the school day, including breaks or lunch.

- These students must keep their phones in lockers or cubbies, *turned off*.
- If a student must contact their parent/guardian, s/he may use the phone near the front office or a classroom phone with their teacher's permission.

In case of emergency or to pass along important information, families should contact the school office. We will get the information to the student.

Personal laptop computers may be used only with special permission from the Principal. Such devices should always be stowed safely in a locker; the school will not be responsible for the loss or theft of a personal laptop.

## **DISCIPLINE AT LATIN – POLICIES & CONSEQUENCES**

Our discipline policy is guided by the belief that missteps and mistakes are frequently a part of personal growth, and the school implements a system of graduated incentives and responses in order to move students toward more acceptable behavior and increased accountability and maturity. The school understands that each of our students has individual circumstances and needs, and we are eager and equipped to support students at every step of their academic career and experience at Washington Latin.

As with all things at Washington Latin, discipline is an individualized process. While there are certain infractions that, once properly investigated, result in immediate, consistent responses, we also take an individualized and situation-specific approach to all disciplinary actions. Our approach focuses on helping students develop a compassionate understanding of how their words and actions affect others, both immediately and directly and over the longer term, and through the extended community. To achieve this, our disciplinary actions are tailored to each student, taking into consideration his/her background, history, and current pertinent circumstances. We remain committed to reducing the minutes that students may be removed from class or school and to mitigate any loss by providing them with access to their teachers during all in-school suspensions. We also assign tutors to work with students during out-of-school suspensions beyond two school days.

Usually, the school staff carries out such actions in an informal way using dialogue and mediation strategies. However, more serious and chronic behaviors may require corrective and disciplinary measures in the form of issuing demerits, conducting conferences, hosting detention, and occasionally, suspending or expelling students. In certain circumstances, the school may also require the student and family to enter into a specific behavior agreement that will determine the student's ability to remain enrolled in school. In situations where behavior is not improving, the school's foremost objective is to craft a solution that minimizes the loss of academic time and maximizes the opportunity to provide the student with the necessary support to manage challenges in their personal lives. To this end, the school is committed to making individualized disciplinary decisions that serve the best interests of the student and the community.

### **Discipline Policy and Consequences**

The word discipline is derived from the Latin word “discipulus,” which means student. We recognize that in schooling, as in life, there is much learning that can happen from mistakes that have been made. Our approach to discipline is focused on growth and understands that mistakes are fertile ground for teachable moments. We take a progressive stance towards discipline; progressive discipline does not seek punishment, but instead seeks accountability and positive behavioral change. Helping students to learn from their mistakes allows us to prevent a pattern of negative or inappropriate choices. Our goals for students are as follows: to help students understand the harm caused by poor choices and misbehavior; to foster accountability for the actions they have taken; and to explore better options for future circumstances.

We take great effort to cultivate positive student behaviors through the nurturing of student-teacher relationships, a focus on the communal aspects of schooling, partnership with families, and restorative practices, whenever possible. We aim to tailor individualized responses that focus on intervention, minimize disruption to a student's education, and promote a positive school culture. These responses include supports and interventions in addition to disciplinary responses; supports and interventions are often used in tandem with disciplinary responses.

In determining the response to student misbehavior, our faculty take into consideration the fullest possible picture of the incident. The following facts are considered when determining the appropriate supports, interventions, and disciplinary responses:

- The student's age;

- The nature, severity, and scope of the behavior;
- The student's disciplinary record;
- The circumstances or context in which the behavior occurred;
- The frequency and duration of the behavior;
- The number of persons involved in the behavior;
- The student's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.

### **Levels of Infractions**

Our discipline approach holds students accountable for their behavior. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of disciplinary response and should include appropriate supports and intervention(s). Progressive Infraction Levels: Infractions are grouped into four levels based on the severity of the infraction.

- Level 1 — Uncooperative/Noncompliant Behavior
- Level 2 — Disorderly or Disruptive Behavior
- Level 3 — Aggressive or Injurious/ Harmful Behavior
- Level 4 — Seriously Dangerous or Violent Behavior

Each level of infractions provides a set of *possible* supports and interventions as well as a range of *possible* disciplinary responses that may be imposed by a teacher, dean, or member of the administrative team. The Discipline Code provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures. More severe accountability measures will be used for those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to using such penalties, school officials should exhaust less severe disciplinary responses in conjunction with supports and interventions.

#### **Level 1 Infractions - Uncooperative or noncompliance**

Examples of Level 1 Infractions include, but are not limited to, failure to wear the school uniform, being tardy to class, conduct that disrupts the educational process (i.e. making excessive noise in a classroom or the hallway), engaging in verbally rude or disrespectful behavior, and inappropriate use of technology (i.e. using a phone during class time or using a school laptop for purposes besides the assigned work in class).

Supports that may apply for Level 1 Infractions include, but are not limited to: family outreach, restorative practices, intervention by counseling staff, development of an individual behavior contract, short-term behavioral progress reports, community service (with family consent).

Disciplinary responses for Level 1 infractions include, but are not limited to: student-teacher conferences, formal meeting with the student and a member of the administrative team, family conference, loss of school privileges (i.e. temporary exclusion from an extracurricular activity or break).

#### **Level 2 Infractions - Disruptive or defiant behavior**

Examples of Level 2 Infractions include, but are not limited to, using profane, obscene, vulgar, or lewd language, gestures, or behavior; lying to faculty members; misusing property belonging to others; possession of cigarettes or vaping devices; inappropriate use of technology (i.e. unauthorized audio/video recording); leaving class or school premises without permission; horseplay, pushing, shoving, or throwing an object at another person; entering through an unauthorized entrance; bringing unauthorized persons to school or allowing unauthorized visitors to enter the school building; tampering with official school records; cheating (i.e. copying from another student's work), plagiarism; engaging in vandalism or other intentional damage to school property.



Supports that may apply for Level 2 Infractions include, but are not limited to: family outreach, restorative practices, intervention by counseling staff, development of an individual behavior contract, short-term behavioral progress reports, community service (with family consent); Functional Behavior Assessment or Behavioral Intervention Plan; referral to a community-based organization.

Disciplinary responses for Level 2 infractions include, but are not limited to: student-teacher conferences, formal meeting with the student and a member of the administrative team, family conference, loss of school privileges (i.e. temporary exclusion from an extracurricular activity or break); after school reflection time, or in-school suspension.

### **Level 3 Infractions - Aggressive or Injurious/Harmful Behavior**

Examples of Level 3 Infractions include, but are not limited to, posting, distributing, displaying, or sharing material containing a threat of violence, injury, or harm, or depicting violent actions or obscene, vulgar, or lewd pictures of students or staff; coercing, threatening, planning, or instigating an act of violence, injury, or harm to others; filming an altercation; engaging in sexual conduct on school premises or at school-related functions; making sexually suggestive comments, innuendos, propositions, or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (i.e. touching, pinching, or sending sexually suggestive messages or images); engaging in physically aggressive behavior or a physical altercation; engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass; possessing or using controlled substances, drug paraphernalia, alcohol, and/or prescription medications without proper authorization; falsely activating a fire alarm; creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella).

Supports that may apply for Level 3 Infractions include, but are not limited to: family outreach, restorative practices, intervention by counseling staff, development of an individual behavior contract, short-term behavioral progress reports, community service (with family consent); Functional Behavior Assessment or Behavioral Intervention Plan; referral to a community-based organization; development of a school safety plan; referral to a substance abuse prevention program.

Disciplinary responses for Level 3 infractions include, but are not limited to: student-teacher conferences, formal meeting with the student and a member of the administrative team, family conference, loss of school privileges (i.e. temporary exclusion from an extracurricular activity or break); in-school suspension; emergency removal; out-of-school suspension.

### **Level 4 Infractions - Seriously Dangerous or Violent Behavior**

Examples of Level 4 Infractions include, but are not limited to, possessing, displaying, or selling any weapon; starting a fire; using force to take or attempt to take property belonging to another; using force against, or inflicting, or attempting to inflict serious injury against school faculty; using extreme force against or inflicting or attempting to inflict serious injury upon students or others; instigating, or participating with another or others, in an incident of group violence; engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity; selling or distributing illegal drugs or controlled substances and/or alcohol; engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity.

Supports that may apply for Level 4 Infractions include, but are not limited to: family outreach, restorative practices, intervention by counseling staff, development of an individual behavior contract, short-term behavioral progress reports, community service (with family consent); Functional Behavior

Assessment or Behavioral Intervention Plan; referral to a community-based organization; development of a school safety plan; referral to a substance abuse prevention program.

Disciplinary responses for Level 4 infractions include, but are not limited to: student-teacher conferences, formal meeting with the student and a member of the administrative team, family conference, loss of school privileges (i.e. temporary exclusion from an extracurricular activity or break); in-school suspension; emergency removal; out-of-school suspension; expulsion from school.

## Suspension

- **In-school suspension (ISS):** A temporary removal from one or all classes and school activities. Students will be assigned to a room where their teachers, dean and counselor (if applicable) will work with them to reflect on their actions and assist them with their work. Students are expected to complete their class assignments during their suspension. Also, students serving suspension must complete a corrective action assignment associated with the infraction committed.
- **Out-of-school suspension (OSS):** If school administrators determine that a student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person at Washington Latin, he or she will be suspended out of school. A student who is suspended is excluded from all classes, school activities and from WLPCS property for the duration of the suspension.
- In the case of either ISS or OSS, Latin will establish a plan for the student to continue his or her studies during the period of suspension. Students will be expected to complete assignments during the suspension. The OSS student will be responsible for submitting any work that could not be completed during the suspension immediately upon returning to school.
- Parents/Guardians are essential partners in addressing the behavior issues that have led to the suspension, and Latin will **strongly urge** their participation, particularly at key points during the process. This includes:
  - If the parent or guardian of a suspended student cannot be notified in person or by telephone, the student must remain at school until the end of the school day. A parent/guardian *or* responsible adult designee **MUST** pick up the suspended student from school.
  - The school will arrange a return-to-school conference for the student (attendance is required) and a parent/guardian (attendance is very strongly urged) with an administrator before the student's return to class.

When a **student with a disability** is suspended (in-school or out-of-school) for more than ten school days cumulative within the school year:

- The school will conduct a Manifestation Determination Review Meeting within 10 school days from the date that the decision to suspend the student is made. At the Manifestation Determination Review Meeting, relevant members of the IEP/Section 504 team will determine if the behaviors resulting in the suspension are a manifestation of the student's disability. Washington Latin will then take appropriate action based on the determinations made by the team and according to the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

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

## Prohibition Against Bullying

Washington Latin defines bullying as behavior - whether physical, electronic, or verbal - which is designed to devalue or hurt another person. This generally includes name calling, racial slurs, calling attention to one's personal characteristics in a derogatory manner, intimidation, group isolation or ostracism, sexual harassment or any other such behavior that interferes with the person's ability to participate in or benefit from the services, activities, or privileges of Washington Latin. Bullying is specifically defined meeting the following criteria:

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

**Retaliation** for reporting, providing information or witnessing bullying against any student, family or faculty/staff member, including the victim, is also prohibited.

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

- Reprimand
- Suspension of Washington Latin privileges
- Suspension of participating in optional Washington Latin activities
- Suspension from Washington Latin facilities

Washington Latin does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying.

## Disciplinary Probation

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

## **Expulsion**

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

### **Students who are expelled may not re-enter the School.**

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

## **Searches of Students, Personal Property in Students' Immediate Possession**

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

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

## **Procedure for Requesting an Independent Hearing**

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

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