



**FAMILY HANDBOOK**  
**Washington Latin Public Charter Schools**

**2nd Street Campus:** 5200 2nd Street NW / Washington, DC 20011 / 202.223.1111  
**Anna Julia Cooper Campus:** 711 Edgewood Street NE / Washington, DC / 202.697.4430  
[www.latinpcs.org](http://www.latinpcs.org)

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# **WHO WE ARE**

**Mission, History, Mottos, Diversity**

**Board of Governors**

**Parent-Faculty Association**

**Parent-School Covenant**

**School-Home Communications**

## LETTER FROM THE HEAD OF SCHOOLS



Dear Washington Latin families,

Since 2006, Washington Latin Public Charter Schools has provided students from all backgrounds and neighborhoods in Washington, DC with a rich and comprehensive liberal arts program in the classical tradition. Great schools not only cultivate the intellect and spark the imagination, but also nurture the spirit and train the body. With this holistic approach, Latin graduates students with an ambition for lives that are both personally fulfilling and of service to others.

Our leadership team has developed this Family Handbook as a resource enabling you to have access to basic information about Washington Latin and our two campuses: our community, values, and goals, as well as the logistics of school life. We hope you will find it helpful and that, in conjunction with the school website ([www.latinpcs.org](http://www.latinpcs.org)) and the various electronic bulletins that we send to all families, it will answer most of your questions. Please familiarize yourself with the information that follows. We will discuss aspects of this handbook with students throughout the year. We ask students and their adult caregivers to read, understand and consent to abide by the policies, protocols, and expectations as specified in this handbook. You are welcome to call or email me or other administrators for further clarification.

Thank you for your partnership.

Best wishes,

A handwritten signature in blue ink, appearing to read "Peter Anderson", written in a cursive style.

Peter Timothy Anderson  
Head of School

## MISSION STATEMENT AND PHILOSOPHY

Washington Latin Public Charter Schools provide a **challenging, classical** education that is **accessible** to students throughout the District of Columbia. We seek to develop students who will become thoughtful citizens and leaders, contributing to the public good in their lifelong quest towards a fuller humanity. At our schools, words matter, ideas matter and people matter.

These key words define our mission: **challenging, classical, accessible**.

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

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

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

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

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

## A BRIEF HISTORY

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

In the fall of 2022, we opened the Washington Latin Public Charter School - Anna Julia Cooper Campus with grades 5 and 6 at 711 Edgewood Street NE in Ward 5. The Anna Julia Cooper Campus will add one grade each year until it reaches the full complement of grades 5-12.

As a network of charter schools, we open our doors to all students who reside in Washington, DC, and, in each year of the school's existence, we have had students from each of the city's eight Wards. Our 2nd Street Upper School has been designated Tier One by the DC Public Charter School Board in each year that such ratings have been conferred. We have been ranked as one of the best high schools in the country by multiple national entities, including being the top-rated DC public charter school by Niche.

## MOTTO

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

We have two other unofficial mottos:

*Sumus Leones - We are lions.* The lion is our school mascot, and this motto is used to rally school spirit and remind us of our collective identity.

### *Words Matter, Ideas Matter, and People Matter*

- **Words Matter:** Please be mindful of the words you use to and about others, whether in speech or in writing. Words can uplift those around you, but they also have the power to wound. Find ways to use your words for good. Share words that uplift, illuminate, or support our core values; keep those that will cause pain, frustration, derision or division to yourself.
- **Ideas Matter:** Each day you will encounter ideas that expand your view of the world. They will come in messages shared by your classmates and teachers, and they will come from texts both ancient and modern. Read, listen, and ask questions! You are in the midst of an age-old journey of pursuing truth; know that it is rarely found easily. Share your own ideas and give credit to those whose ideas you reference.
- **People Matter:** Every person who walks through the doors of this building belongs here. Find ways to establish common ground with your peers and with the adults who work here. Be considerate of the views and needs of others. And if you need help or know someone who does, remember that the adults are here to support you. Reach out for help!

## DIVERSITY STATEMENT

Washington Latin Public Charter Schools are committed to fostering, cultivating and preserving a culture of diversity and inclusion. Diversity is an essential Washington Latin value, critical to the fabric of our culture. We urge families to work in partnership with us to embrace the challenging, yet rewarding, situations borne from diversity. We support and advocate for our community, recognizing that different perspectives are valued. We

recognize that our community includes our families, faculty, staff, and alumni, all of whom contribute to the tapestry of Latin. In the classroom and in our co-curricular programming, we are committed to promoting a strong sense of global understanding. We recognize that diversity as a concept continues to evolve, and that we as a community will evolve with it. Our dedication to this effort shall be ongoing.

## GOVERNANCE

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

### The Board of Governors

The establishment of competent and accountable Board governance ensures that Latin is a mission-driven, viable and sustainable operating entity. The Corporation is composed of as many as fifteen (15) voting members – called "governors." The Board of Governors is a local board that meets all the statutory requirements of the District of Columbia and operates under by-laws and written policies that are available upon request. Please see our [board page](#) on the website to learn more about our Governors, meetings, and other information.

## PARENT-FACULTY ASSOCIATION

The Parent-Faculty Association (PFA) is a volunteer-led organization that seeks to engage the community of Latin parents/guardians, offering them helpful information, facilitating their active involvement in the school, and providing opportunities for them to meet other parents. The PFA seeks to identify and address faculty needs, wherever possible. Ongoing goals include promoting communication, enhancing the educational experience of the children, and strengthening the school community. All Latin parents and guardians are automatically members of the Parent-Faculty Association. Our faculty are also members of the PFA, reflecting our commitment to the home-school partnership.

Below are the members of the Executive Committee for 2nd Street; as the Cooper Campus grows, we are adding officers for that campus. Please see the PFA pages for your campus for details on who to contact. Parents and faculty are welcome to contact any of them with questions or suggestions about making the Latin PFA the best it can be. To learn more about the current officers and representatives, please visit the [2nd Street PFA page](#) or the [Cooper PFA page](#) of the latinpcs.org website.

### Officers

President – papresident@latinpcs.org

Vice President – pavpresident@latinpcs.org

Treasurer – patreasurer@latinpcs.org

Secretary – pasecretary@latinpcs.org

8th Grade — pa8rep@latinpcs.org

9th Grade — pa9rep@latinpcs.org

10th Grade — pa10rep@latinpcs.org

11th Grade — pa11rep@latinpcs.org

12th Grade — pa12rep@latinpcs.org

### 2nd Street Grade Campus Grade Representatives

5th Grade — pa5rep@latinpcs.org

6th Grade — pa6rep@latinpcs.org

7th Grade — pa7rep@latinpcs.org

### Cooper Campus Grade Representatives

AJC Lead - AJCPFA@latinpcs.org

5th Grade - ajcpa5rep@latinpcs.org

6th Grade - [ajcpa5rep@latinpcs.org](#)

7th Grade - ajc7rep@latinpcs.org

## **FAMILY-SCHOOL COVENANT**

Working in partnership with our families is important to the leadership and faculty of Washington Latin and, in our view, best serves our students. The covenant that follows describes our goals for this working relationship.

The Family-School Covenant is founded on the belief that families and school must establish and maintain a partnership in all aspects of school life, but most especially in the education of the students. This Covenant is designed to strengthen the relationship between families and the school.

### **What families can expect from their children's school**

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

### **What the school can expect from families**

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

## **COMMUNICATIONS**

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



We work hard to provide families and students with the information they need and convey a significant amount of information to parents. To be sure that this information reaches you, especially in the case of an emergency, we need accurate contact information. **Please inform us if your contact information changes during the year by emailing [communication@latinpcs.org](mailto:communication@latinpcs.org).**

All families will automatically receive the following school communications:

- **Weekly newsletters:** Each campus sends families a weekly school e-newsletter called *Legenda*. 2nd Street families receive it on Fridays (or the last day of the school week, if there is a holiday ) and Cooper families receive it on Sunday). These are mailed from [communication@latinpcs.org](mailto:communication@latinpcs.org). Please add this email to your contacts to keep these messages from spam.
- **Website:** We post a great deal of information on our website ([www.latinpcs.org](http://www.latinpcs.org)) and strongly encourage you to familiarize yourself with it. All parents can find a wealth of information on the pages for families - [2nd Street Parents page](#) or [Cooper Families page](#), including an archive of *Legenda*, forms, policies, payment buttons, school calendar, and links to Schoology(our online grade database). The calendar can be synced with a variety of calendaring protocols.
- **Schoology:** This database provides a wealth of information about your child's individual academic progress. We give access to parents/guardians and students by assigning usernames and passwords that you should change after the first visit to the site. This information is shared at the start of each school year.
- **Email:** Families may email teachers and administrators directly. All school staff will make every effort to respond within one business day. Obviously, the priority of teachers during the day is to their students and their scheduled responsibilities, but faculty members and administrators are expected to return emails in a timely fashion. All students, faculty, and staff have Latin emails. Some of the Latin emails are restricted to sending and receiving emails within the Latin network. We encourage all students to correspond with their teachers using their Latin emails. Any staff member at Latin has an email address with the first initial of the first name and the complete last name @latinpcs.org. Example: Ms. Math Teacher would be mteacher@latinpcs.org.
- **Phone:** Each campus has a main phone number (2nd Street: 202.223.1111; Cooper Campus: 202.697.4430) that is answered between 7:40 am to 4:40 pm. All faculty members have their own extensions, and some administrators also have direct lines. If you are looking for your child during the day, you should call that campus main number and we will locate your child to speak with you. As with emails, we strive to respond to calls within one business day. Some faculty members may choose to share their personal phone numbers, but this is up to each individual.
- **Report Cards:** The schools provide online access to a report card approximately two weeks after the end of each academic quarter. In the middle of the quarters, the Schools provide interim reports to the families of those students experiencing academic difficulty. Between the end of the quarter and the posting date, we close Schoology access for the historic quarter grades under review and waiting to be published.
- **Weather Communications:** We use all available means to reach our families when there is a change in the regular schedule, such as snow day closures or delays. We send an email and text to all families, post on the web site, share with the DC PCSB which then informs local media, and post on social media. We do not follow DCPS, but we do make a single decision for all Washington Latin students (all grades, both locations). This policy is on our website's [Policies page](#)..

# **JOIN**

**Enrollment**

**Re-Enrollment**

**Withdrawal**

**Return**

## ENROLLMENT/RE-ENROLLMENT

### New Student Enrollment

Any student who is a resident of the District of Columbia is eligible to apply to either campus of Washington Latin. As open enrollment public charter schools, there are no admissions requirements except DC residency. We are not allowed to – and do not – consider test scores, past grades, or other academic factors.

Washington Latin participates in **MySchoolDC**, the District-wide common lottery for K-12 education for all DC residents. The lottery deadlines for the current school year (for enrollment in the following school year) are as follows (approximately - see our [Apply page](#) or the **MySchoolDC** page for specifics) :

- December (Saturday) Virtual Ed Fest (all-DC school information fair for families)
- Mid-December MySchoolDC applications open
- February 1 - Deadline for submitting applications for grades 9-12
- March 1 - Deadline for submitting applications for grades PK3-8
- April 1 - Lottery results released (accepted or waitlisted)
- May 1 - Deadline for accepting seat at Washington Latin or any other MySchoolDC school
- May 31 - Deadline for returning enrollment forms to Washington Latin to secure a spot for the next school year.

**Washington Latin generally accepts new students in grades 5-9 only;** we generally do not accept new students after 9th grade due to the Latin language requirement for graduation. The largest number of openings is generally for 5th grade (95 slots on each campus).

### Equitable Access Preference

Washington Latin participates in an admissions preference, administered by MySchoolDC, for students designated as “at-risk.” Students who are homeless, who are under the care of the District’s foster care system, or who qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP) are eligible for this preference. Latin allocates a certain number of seats at specific grade levels for this preference. For more information about this program, please contact our recruiting team at [admissions@latinpcs.org](mailto:admissions@latinpcs.org).

### Enrollment Preference Policies

After the Equitable Access Preference, Washington Latin grants enrollment preferences in this order:

1. Siblings of attending (current) students - *must be attending at the time of the lottery*
2. Children of current full-time employees who are DC residents
3. Siblings of newly-admitted students - also called *matched sibling preference*

Details of the Washington Latin sibling policy are as follows:

- To enroll a **sibling of a current Latin student**, the parent or guardian must complete and submit an enrollment application through MySchoolDC by the designated deadline.
  - If an enrollment application for a sibling is not received by the application deadline, he/she will not qualify for enrollment under the Sibling Preference Policy.
  - A sibling is defined as a biological, adopted, foster, or step-brother or sister with the same primary residence as the current Washington Latin student. Cousins, nieces, nephews, and unrelated children sharing an address with a Washington Latin student are not considered siblings UNLESS there is a documented legal guardianship in place.

- o If, for any reason, the current Washington Latin student on whom the sibling preference was based withdraws from Latin before the start of the school year, the newly-enrolled sibling may be removed from enrollment and placed on the waiting list.
- Washington Latin also provides a **sibling-offered** preference. This preference is provided to students whose siblings are matched to our school through the MySchoolDC lottery. Once a student receives a space and is enrolled, all qualified siblings are moved up to the next available position for their grade. Note that the sibling-offered preference does not always result in the sibling securing a seat at Latin.

Enrollment preferences are not a mandated policy for DC public charter schools. If Washington Latin does not offer any of these enrollment preferences during an enrollment period, siblings and employee children will be treated like all other applicants through the MySchoolDC lottery.

### Staff Preference

Children of full-time, regularly scheduled, salaried employees, who are DC residents at the time of the lottery are eligible for our staff preference. Admission is limited to Grades 5-9. This preference is applied after the sibling-enrolled preference and before the sibling-offered preference. Employees' children may not exceed 10 percent of a school's total student body. To be considered for the employee preference, an employee must be expected to return for the following year of employment. Independent contractors, hourly employees, on-call employees, and non-DC residents are not eligible.

### Re-Enrollment of Current Students

***Re-enrollment for the next school year is not automatic for current students.*** Please note the following:

- Parent(s)/guardian(s) must submit re-enrollment documentation in the spring by the deadline set by the school administrators (generally in late May) to reserve their place at Washington Latin. If not submitted by the deadline, that student may be dropped from enrollment at the school for the next academic year.
- Submission of the enrollment form only holds a space for a student. Enrollment is not complete until Latin receives the residency verification documents and immunization information, as required by law.
- Students who do not re-enroll for the next academic year are NOT eligible for summer opportunities funded totally or in part by Washington Latin or afforded through a partnership with our organization. If a student participates in a summer program funded by Latin and does not re-enroll for the next academic year, his/her family will be responsible for reimbursing the school for the cost of the summer program(s) and any other related costs.
- Parents/Guardians of currently enrolled students can expect an email with information on re-enrollment in the spring with details on completing the necessary requirements. If you have questions, please contact our Enrollment Teams ([2ndStEnrollment@latinpcs.org](mailto:2ndStEnrollment@latinpcs.org) or [AJCenrollment@latinpcs.org](mailto:AJCenrollment@latinpcs.org)).

### Withdrawing a Student

As a charter school, we value the ability of parents/guardians to make choices regarding their children's educational placement. We recognize that for a variety of life situations a parent may choose to withdraw their child from Washington Latin Public Charter Schools. Although we regret seeing any member of the Washington Latin community leave, we will assist parents in the transition.

To withdraw a student, parents must complete and sign a *Withdrawal and Exit Interview Form* and *Student Withdrawal Form* with the Enrollment Team. Once a decision on the student's next school has been finalized, the *Student Withdrawal Form* or *Verification of Enrollment* form must be completed by the receiving (new) school and

returned to the Enrollment Team before the official educational records will be released. Washington Latin will send the academic files to the receiving school within two business days after receipt of the *Student Withdrawal Form* or *Verification of Enrollment Form*. However, official educational records will not be released until all outstanding materials, and other obligations have been settled.

Once a student has formally withdrawn, the student forfeits her/his assigned enrollment space at Washington Latin Public Charter School and may not be eligible to re-enroll. The parents or guardians who withdraw a student before graduation will be asked to participate in an exit interview with a member of our Senior Leadership Team.

### **Policy for Students Returning After Withdrawing**

A student who has been enrolled at Washington Latin Public Charter Schools at least one full year of continuous enrollment and leaves the school in good standing may return to the school under certain circumstances. A student may return if:

- The student leaves Latin due to a family relocation out of DC, documented health concerns or to attend a high school that offers programs not available at the time of withdrawal;
- The grade to which the student returns has a vacancy and no waiting list.
  - If there were a waiting list for that grade, the student would be placed on the list below siblings of currently enrolled students, siblings of currently accepted students and children of staff members.
  - The returning student would be placed above the waiting list for newly applied students.
  - If a student seeks to return to a grade for which there is a waiting list and that student has a sibling enrolled at the school, s/he would be placed at the top of the waiting list beneath any sibling who applied by the deadline.

For students who leave to attend another school in DC, that student **MUST** re-enroll before the beginning of the second semester of the 10th grade year.

For students who leave DC and are enrolled in a school in a country outside of the United States, such students may re-enroll at Washington Latin if:

- The student is returning for high school OR
- The middle school grade to which the student returns has a vacancy and no waiting list.
  - If there were a waiting list for that grade, the student would be placed on the list below siblings of currently enrolled students, siblings of currently accepted students and children of staff members.
  - The returning student would be placed above the waiting list for newly applied students.
  - If a student seeks to return to a grade for which there is a waiting list and that student has a sibling enrolled at the school, s/he would be placed at the top of the waiting list beneath any sibling who applied by the deadline.

### **Exception for Students of Families in Military or Foreign Service**

For students who are accepted to and enrolled in Washington Latin, but whose families are required to engage in military or diplomatic foreign service, the requirement for the completion of one continuous year of enrollment in order to be eligible to return shall be waived. Such a student will be considered for readmittance in accordance with the policy stated above for students who departed after at least one year of enrollment.

# **ACADEMIC PROGRAM**

**Graduation Requirements**

**Transcript Requests**

**Community Service**

**College Counseling**

**Student Support Services**

**Child Find Policy**

**School Technology**

## ACADEMICS

Washington Latin uses an academic quarter system. Students in grades 8-12 take cumulative exams at the end of each of their year-long courses; students in grade 7 take cumulative exams in English, Math, and Latin. A full description of the academic program can be found in the 2nd Street Upper School *Curriculum Guide and Academic Handbook* posted on our website.

### 2nd Street Campus Graduation Requirements

The following course requirements represent the minimum number of courses a 2nd Street Upper School student must complete before graduating from high school. Some courses in the Middle School can count towards these requirements. Only the Head of School can make exceptions to these requirements. The number in parentheses following the requirements represents the Carnegie Units earned.

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

SUBJECT	REQ	DESCRIPTION
<b>English</b>	4.0	Must include an English course in <i>each</i> of the four years
<b>Mathematics</b>	4.0	Must include Algebra I, Geometry, and Algebra II
<b>History</b>	4.0	Must include World History I (1.0), World History II (1.0), U.S History (1.0), US Government (0.5), and DC History (0.5)
<b>Science</b>	4.0	Must include Conceptual Physics, Chemistry, and Biology, with preference for the order described above
<b>Latin</b>	3.0	Through level 3 Latin; must include Latin I, II, and III. This requirement satisfies the (2.0) Carnegie Units in World Languages required for DCPS
<b>French, Chinese, or Arabic</b>	2.0	Through the level 2 of a second language; must include French I, II, Chinese I, II or Arabic I, II. A waiver is possible in certain circumstances.
<b>Visual Art</b>	0.5	Must include a semester of visual arts
<b>Music</b>	0.5	Must include a semester of music
<b>Physical Ed /Athletics</b>	1.0	Must complete <b>four</b> trimesters/seasons of physical activity over four years
<b>Health</b>	0.5	Must include a semester of instruction in health
<b>Academic Electives</b>	3.5	e.g., Astronomy, Intro to World Religions, any class in a given subject above and beyond the requirement.
<b>Community Service</b>	100 hr	Must complete 100 hours of community service
<b>Financial Literacy</b>	0.25	Must complete one semester

**Total credits needed to graduate:** 27.25 (25.25 if granted a world language waiver)

### **Early Graduation**

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

### **Credit Recovery Policy**

If a student in grades 9-11 fails a course other than English in any given year, he or she can take that course in the subsequent year. If a student in grades 9-11 fails English in any given year, he or she will need to attend summer school in order to make up the credit for the English course.

If, at the beginning of the junior year, a student is deemed not on track to graduate at the appointed time in his/her senior year, he or she may take no more than two full-year online courses in order to recover credits. The online course(s) must be offered by one of the online providers approved by the school and the student must pass the online course(s) with a grade deemed passing by the online provider.

If, at the end of the senior year, a student is not on track to graduate in June, he or she may take one additional full-year online course in order to recover the necessary credits. If the student did not take any online courses in junior year, then he or she may take up to three online courses for credit recovery. The online course(s) must be offered by one of the online providers approved by the school and the student must pass the online course/s with a grade deemed passing by the online provider.

If a student is not able to make up all necessary credits for graduation by the end of the summer of his/her senior year, he or she will need to re-enroll as a senior and complete the necessary graduation requirements.

### **Transcript and Records Requests**

Families have a right to see the contents of their child's school file. In the Upper School at 2nd Street, we prepare transcripts, the record of the student's progress toward graduation, annually. Requests for transcripts should be made directly to the Registrar of the Upper School. All other requests for records should be directed to the respective Grade Director. Requests for records must be made at least one day in advance and in writing (email or letter). See the [Policies page](#) about Federal privacy rules governing student records (FERPA and HIPAA).

### **Community Service Requirement**

Community service plays an integral role in the Washington Latin experience. Like all other DC Public Schools and DC Public Charter Schools, we require one hundred (100) hours of service for high school graduation.

Within the 100 hours, we encourage students to both sustain a long-term relationship with a service organization while diversifying their service experience. The goal is to encourage a view that service should be an integral part of life, in keeping with our motto. Students can begin accumulating service hours toward graduation after the last day of school for 8th graders.



Students in need of ideas about appropriate community service opportunities may consult with the Chair for Student Engagement (Ms. Emily Raskin), the Upper School Director (Ms. Kara Brady), or one of the school counselors.

For service hours to count toward the graduation requirements, students must submit a completed Community Service Form (on the [Students page](#) of our website).

## **2nd Street College and Post-Secondary Counseling**

Post-secondary planning is personalized at Washington Latin. The school recognizes the vast diversity among its students and families and its obligation to give individual guidance. Because the first day of high school is the day a student becomes a college applicant, the college counseling staff will serve its students and their families early on as they unofficially embark upon their college search process.

College and post-secondary planning, however, does not begin the first day of high school. It starts much earlier as students discover how they best learn, build a foundation for a strong work ethic, and determine where their talents lay, what their weaknesses are, and how to continue improving themselves in these areas. Taking this into consideration, programming (PSATs, college tours, writing exercises, college questionnaires, college and financial aid nights, etc.) and resources, such as MaiaLearning, exist for all four class years to prepare them for the road ahead at Latin and the world beyond.

The Director of College Counseling and her staff consider a broad spectrum of post-secondary options, using a variety of factors to evaluate the appropriate fit for the individual student, including size, type, affiliation, ability to challenge, reputation, selectivity, and potential and supports for student success. The college counseling process focuses on each student's particular needs, goals, and abilities. The school encourages every student to discover the best match between his or her background and the offerings of specific colleges. Some students will choose an Ivy League school or similarly competitive institution. Others may gravitate toward a much smaller, more intimate or specialized college or learning environment.

Washington Latin seeks to stay in touch with our alumni after graduation. Visits to the school are encouraged, and many faculty members and staff remain in contact with their former students. We also offer alumni activities and support, including the transition to college, summer opportunities, and job search resources. Alumni students and parents may visit the **Alumni page** of our website for more information and updates.

## **STUDENT SUPPORT SERVICES**

### **Child Find Policy – Identifying and Supporting Students with Disabilities**

Each student at Washington Latin brings unique talents and interests to the community. We recognize that each student is unique in the way they learn, communicate, and access the world around them. To ensure that each student has equal access to their public education, Washington Latin seeks to provide the individualized supports needed for students to fully access their education program. It is our belief at Washington Latin that - with the right supports - all students can grow and thrive socially, academically and emotionally. Providing this kind of individual support is central to our mission.

As an independent Local Education Agency (LEA), we are responsible under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 to find, refer, and possibly deliver services for any student attending our school that may have a disability. According to State and Federal special

education regulations, annual public notice to parents of children who reside within a local educational agency is required regarding Child-Find responsibilities. LEAs, including Washington Latin, are required to conduct Child-Find activities for children who may be eligible for services under IDEA and Section 504.

Our Child Find Policy provides guidance on how Washington Latin will locate and identify all enrolled children between the ages of 3 and 21 who may need special education and/or related services to address problems that may interfere with their learning. Please see the [Policies](#) page of our website for the most current policy.

Our ***Response to Intervention (RTI) process*** is how we seek to provide emotional, behavioral and/or instructional support to assist students in achieving competencies both in and out of the classroom. It is a multi-tier approach to early identification and support of students with difficulties in all academic content areas. Student difficulties may include:

- Problems related to receptive and expressive language
- Conceptual understanding
- Dyslexia, dysgraphia, dyscalculia
- Vision impairment, hearing loss and other physical challenges

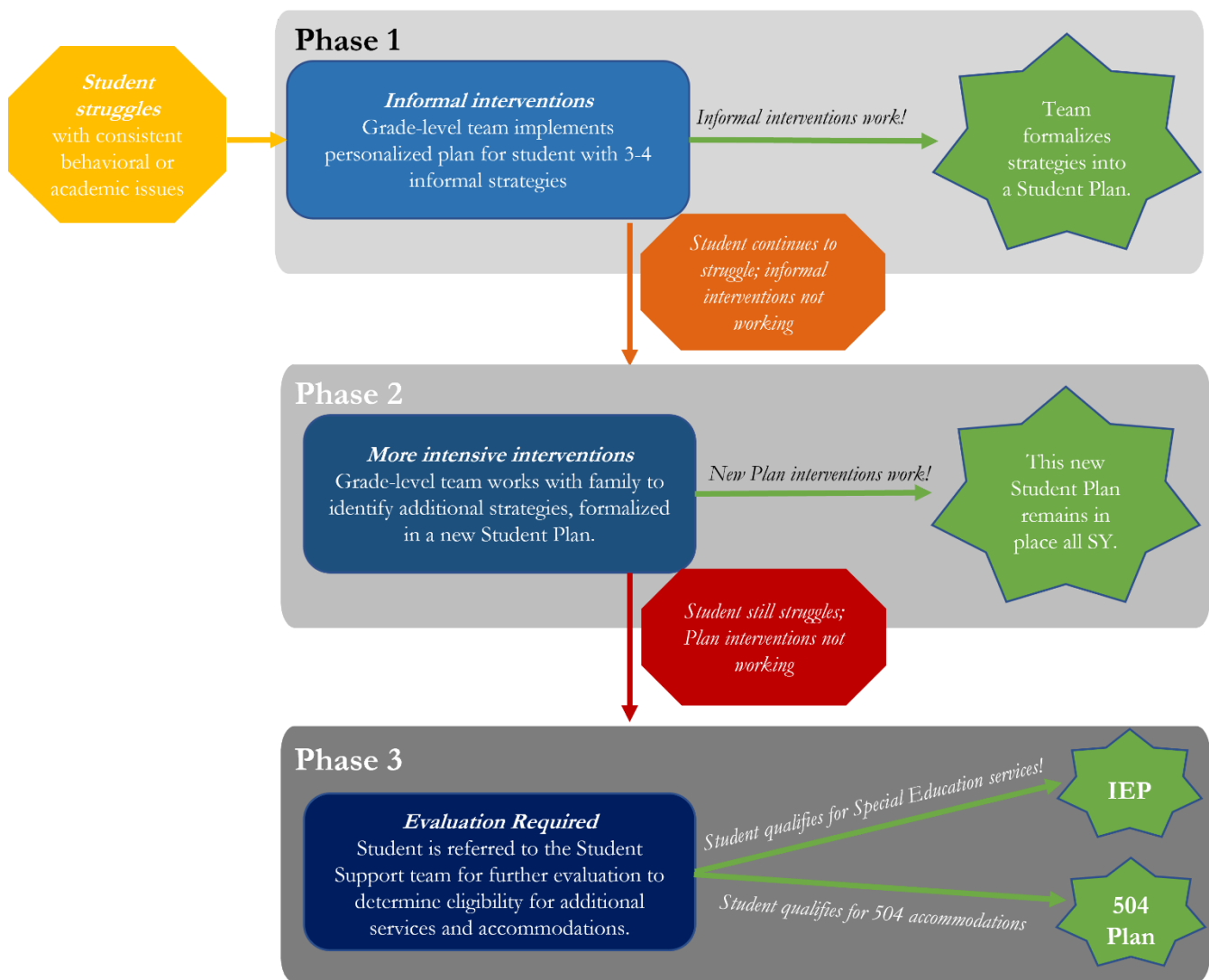
The RTI model can be utilized for social, emotional and behavioral concerns as well. Common behaviors addressed through RTI may include:

- Talking out of turn
- Verbal outbursts
- Relational difficulties
- Impulsivity
- Executive functioning challenges

The RTI begins with high-quality instruction and universal screening of all children in the general education classroom. High quality instruction allows for a natural process of identifying the learners who need additional support. These learners are then given supplemental assistance in the necessary areas. These services may be provided by a variety of personnel, including general education teachers, special educators and specialists. However, Washington Latin typically utilizes teacher support for the first two tiers of RTI. Academic and/or behavioral progress is also monitored during this phase.

If, during the process of delivering high quality instruction, a faculty member is concerned about a student's ability to access the general education curriculum because of either academic or behavioral concerns, the teacher and the grade level team complete the RTI referral forms (see detailed process below). Note that there are myriad opportunities for students to access the general education curriculum through differentiated instruction, tutorial sessions offered by teachers after school and one-on-one or small group support offered during study halls. Any member of a student's immediate support network including a teacher, advisor, parent/guardian, administrator, or the student him/herself can make referrals of students to RTI. Because any number of varying factors can hinder students from making adequate progress in the general education setting, the RTI is a collaboration among parents, faculty and students.

The chart below gives a high-level overview of the RTI process at Washington Latin during the identification, referral and evaluation processes to ascertain whether additional supports and structures are needed to ensure appropriate instruction for each student:



### Notice of Procedural Safeguards for Parents and Students

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from any one of the following:

- James Kelly, Principal (2nd Street Campus), [jkelly@latinpcs.org](mailto:jkelly@latinpcs.org)
- Adlin Brown, Director of Student Support (2nd Street Campus), [abrown@latinpcs.org](mailto:abrown@latinpcs.org)
- Corey Martin, 504 Coordinator (2nd Street Campus), [cmartin@latinpcs.org](mailto:cmartin@latinpcs.org)
- Khashiffa Roberts, Principal (Cooper Campus) [kroberts@latinpcs.org](mailto:kroberts@latinpcs.org)
- Michael Thomas II, Student Support Coordinator (Cooper Campus) [mthomas@latinpcs.org](mailto:mthomas@latinpcs.org)

# WASHINGTON LATIN TECHNOLOGY PROGRAM

## Technology Mission Statement

We aim to use technology in ways that foster authentic communication, collaboration, creativity, and discussion. In the classroom, teachers thoughtfully select specific applications and features for student use from a range of pedagogical techniques that support our mission to offer a classical education for the modern world.

It can be helpful to think of technology as one important tool used in pursuit of our goals for students. Our goal is to build up students into people of character who will serve their communities, love justice, and value truth, beauty and goodness. Our selection of technology tools must thoughtfully reflect what we hope to achieve.

One metaphor for this process is to think of classroom technology as we do tools in other trades and fields. As one carefully selects materials when building a house, sewing a quilt, or painting a masterpiece, so do we work with the best tools in the classroom. We would not join boards with a paintbrush or paint the Mona Lisa with a sewing needle. In the same way, some uses of technology in the classroom are more appropriate and effective than others. Sometimes the best teaching tool for a particular skill is decidedly not on an electronic device, app, or screen, but rather through memorization, manipulatives, role play, Socratic seminar, etc. Other times, technology allows us to engage, enhance, and enrich our academic experience through simulations, long-distance guest speakers, and creative expression of learning.

Teachers and students must be trained to be “expert builders” who know how to use their technological tools to reach their goals.

We believe that the management policies below help us to carry out our mission with students and staff. If you have questions, please reach out to Carl Lyon ([clyon@latinpcs.org](mailto:clyon@latinpcs.org)), Managing Director of Information Services for Washington Latin LEA and Cooper Campus or Sereena Hamm ([shamm@latinpcs.org](mailto:shamm@latinpcs.org)) Director of Information Services for Washington Latin 2nd St Campus.

## Technology Program Goals

- **Enrichment** - Teachers can make use of a rich array of online resources and be creative when they can rely on the same level of technology for all.
- **Equity** - We need to ensure that all our students have access to a basic level of technology, so that each can be academically successful.
- **Security** - Using school-owned devices allows us to manage and secure student data while ensuring student safety when using online resources.
- **Maintenance** - The same platform allows us to easily perform maintenance, install updates, etc.
- **Assessment** - As state and national assessments have moved to online platforms, our Chromebook program makes the administration of these tests more efficient and allows for a better testing experience for our students.

## Chromebook Program at Washington Latin

Washington Latin provides basic laptops (Chromebooks) for academic use by students in grades 6-12.

### ***Chromebook Program - 2nd Street Campus***

- 5th graders will have access to Chromebooks in every classroom to use as needed for the lesson in each class, returning it to the cart when that class period ends.
- 6th graders will also have access to Chromebooks in every classroom rather than being issued a device.
- 7th and 8th graders will have assigned personal devices for both at school and at home.
- Upper School students will also use their assigned personal devices, which travel between school and home for classwork and homework.

### ***Chromebook Program - Cooper Campus***

- 5th graders will have access to Chromebooks in every classroom to use as needed for the lesson in each class, returning it to the cart when that class period ends.
- 6th graders will also have access to Chromebooks in every classroom rather than being issued a device.
- 7th graders will each be assigned a personal device which will stay at school.

Teachers in middle school grades may assign some computer-based homework, including in grades that do not bring home their Chromebooks. Many of our families have a home computer that their children can access for this limited number of assignments. If not, families can apply for a loaner Chromebook for the school year for homework purposes. The device would need to be returned to us at the end of the academic year. Please note that our supply is limited, however. If a student receives a loaner device, it is subject to our tech use and repair/replacement policies. Contact [techsupport@latinpcs.org](mailto:techsupport@latinpcs.org) for details.

### ***GoGuardian Content Filtering Program on Chromebooks***

We use GoGuardian tools to help ensure that our students are accessing appropriate content on school-issued Chromebooks while using school Google accounts. We announced last spring that we were piloting this tool, and we have moved past the pilot phase and will use this tool in all grades this school year. We will use both GoGuardian Admin and Teacher products, which will filter content and monitor student computer use.

### ***Chromebooks - Device Management***

These Chromebooks are the property of the school, regardless of whether they are used in the school building or at home. Students are entrusted to use these computers for academic purposes (classwork, homework, communication with teachers, etc.) Please see below for our Technology Use Policy.

We are committed to addressing any issues with these Chromebooks as quickly as possible, because we want all students to be able to learn at home without interruption. We encourage students or their parents/guardians to let us know *whenever* there is a problem so that we can keep the students engaged and learning. That said, we know that things happen, including both defective technology and device damage caused by accidents, mishaps, and other real-life moments.

### ***Washington Latin Technology Replacement Policy***

- ✓ ***Washington Latin will replace a student's device*** (either the Chromebook or its charger) if it is lost, damaged, or malfunctioning and therefore cannot be used for school (including doing schoolwork, homework, or communicating with teachers).

- ✓ **The replacement cost may be charged to the student's parent/guardian(s)**, depending on the cause of the issue (manufacturer defect v. damage caused by user error or misadventure).

Please see the [Tech page](#) of latinpcs.org for the most up-to-date information about the replacement policy and any associated fees.

### **Personal Devices (Cell phones, smart watches, personal laptops and tablets, etc.)**

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.

Please review the specific campus policies outlined below.

#### ***2nd Street Campus Cell Phone & Personal Device Rules***

In our Middle School, students will not have access to their cell phones or other smart devices through the school day. We ask that parents be mindful that students will not have access to their phones during the day in the Middle School. If you need to contact your student with an important message, please call our front desk, and we will relay that information to your student.

In the Upper School, students are expected to silence all devices and put them away and out of sight, in their bags or pockets, during class.

They are allowed to use devices during breaks and lunch, but we ask that airpods stay away throughout the day while in the school building so students can fully engage in our community and with one another. Students may only use cell phones or headphones/airpods during class or study hall if they are given permission from their teacher for academic reasons (example: listening to a TedTalk for Health class or completing a live on-screen competition in Biology review).

#### ***Cooper Campus Cell Phone & Personal Device Rules***

Students in all grades at Cooper currently do not have access to their cell phones during the school day. This policy reflects that we recognize the potential distraction phones and other smart devices can create in the classroom, and so our policy remains the same in all three grades: students will not have access to their cell phones nor other smart devices through the school day.

We are instituting a new practice to support this and ensure devices are secure: we will collect student devices each morning and hold them using a phone storage system conceptualized and created by students at McKinley Technological High School. All student mobile phones and other devices will be stored in these lockers during the school day and will be returned at the time of dismissal. Any daytime communication between students and their families will simply go through the main office, as has always been the case.

The locker system is both a physical as well as a philosophical investment: not only does it help us ensure these valuable devices are kept safe during the day, but also speaks to our commitment to the development of our students' ability to seek the conversation. We aim to reduce the potential for off-task behavior during the school day and advocate for consistent, tech-free interaction and engagement among students.



## 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. The following summarizes our technology policies and rules.

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. Use of technology in ways that are potentially harmful to the Washington Latin community or any of its members, or that results in the disruption of the school, is strictly prohibited. Violation of these guidelines is taken very seriously; students found to be in violation may be subject to disciplinary action.

- 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 school retains authority to gain access to any files on its servers and computers, including email.
- Students will not intentionally modify or destroy hardware that belongs to Washington Latin, including keyboards and monitors.
- Students will acknowledge information and images obtained from the internet as belonging to others using appropriate citation methods.
- Students will not download, install, copy, or change software on Washington Latin-owned computers.
- 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 attempt to breach the security system or disrupt the normal operation of the network. Students will not log into accounts, tamper with email, or use files owned by others without permission. Students will not misrepresent themselves as another person in electronic communications.
- Students will not circulate or distribute email messages or private information of any sender without permission.
- Students will not take images of staff or fellow students on campus or during school sponsored events and post them on public access sites without the express permission of those photographed.
- While using school-owned devices, students will not intentionally access material that is pornographic, advocates illegal acts, or promotes violence or hatred toward any group of people.
- 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 are expected to use social media platforms responsibly, adhering to the school's code of conduct and demonstrating respect, honesty, and integrity in all online interactions. Students are expressly prohibited from using social media platforms to engage in cyberbullying, harassment, intimidation, discrimination, or any other form of offensive or harmful behavior towards others.
- Students may not create personal social media accounts that in any way suggest the account is an official or authorized account of Washington Latin, including by using the Washington Latin name in any form (e.g. Washington Latin PCS, WLPCS, Latin, Cooper Campus, 2nd Street Campus, etc.) or use the Washington Latin logo, tag line, or any part thereof.
- All official Washington Latin social media accounts (such as for a club, extra-curricular activity, sports team, etc.) may only be started by a member of the faculty with school authorization and after consultation with the External Affairs Department about the purpose, management and content of the account, including the profile description, use of images, etc. Once an account is launched, this faculty member will supervise all content creation. All account activity (posts, reels, etc.) must tag/collaborate with the main Washington Latin account for that platform.

# **HEALTH & WELL-BEING**

**School Counseling**  
**On-Campus Health Services**  
**Food and Nutrition**  
**Athletic Program**



## HEALTH AND WELLNESS

### School Counseling

Washington Latin recognizes that for students to learn optimally, their emotional needs must be supported within the learning environment. Counseling services are available to all Washington Latin students. The role of the school counselor is to support each student's emotional well-being, act as a resource for parents and collaborate with school staff to best advocate for students. Some of the topics that counseling can address include interpersonal relationships, social-emotional skills, behavior, academic motivation, mental illness (e.g., depression or anxiety), crisis prevention and response, and substance abuse. School counselors are also available as a resource should a student or parent/guardian have concerns about harassment by a faculty member.

Counseling services may be delivered through individual sessions, small group sessions or family meetings. Students may be referred for services in a variety of ways, including self-referral by a student; parent referral; teacher or administrator recommendation for counseling, and outside professional referrals. The frequency of meetings and duration of services are determined on an individual basis, based on the presenting issue and progress toward goals. Counselors strive to interfere minimally with the student's academic schedule.

If a student should require a higher level of professional mental health care, the school counselor(s) will provide caregivers with recommendations for services outside of school. School counselors do not diagnose and may suggest further evaluation outside of school when indicated. For any questions regarding in-school mental health counseling or to have your student speak with a counselor, please contact Mr. Obeng, Director of Mental Health ([cobeng@latinpcs.org](mailto:cobeng@latinpcs.org))

### ON-CAMPUS HEALTH SERVICES

Our school nurse is a trained professional provided through Children's Hospital Children's School Services with a special interest in serving school populations and can be a valuable resource to families on a variety of health-related topics.

***2nd Street Campus*** - The nurse is on campus every day when students are present from 8:00 – 4:30 pm and is available by phone at 202.909.2205. The nurse is available to respond to both minor injuries and more complex or chronic situations (with a clinician's authorization and parental consent). When the nurse is absent, there are other trained staff members who can administer medications and first aid. The school also provides for a trainer to be on campus for all home athletic events who can attend to sports-related injuries.

***Cooper Campus*** - We are in the process of getting approval and staffing from DC Health and Children's Hospital and will have a full-time nurse on-site as soon as possible. We have staff on-site who are familiar with basic first aid, routine medication administration, use of epi-pens, and diabetes management and in an emergency have fully trained and licensed nursing support on call.

### ***Medication Distribution***

If a student must take prescribed medication, please note that there is a specific protocol for the administration of such in a school setting, and Washington Latin adheres to the regulations set forth by Children's Hospital and the Department of Health.

- Documentation authorizing the school to administer the medicine is required, and the nurse can provide those forms and additional information.

- Unless otherwise specified, all medication to be taken during school hours must remain in the Health Suite, along with frequency and dosage instructions provided by the student's clinician.
- It is the parent/guardian's responsibility to notify the school immediately if the child has any allergies or medical problems of a continuing nature.
- Also, the parent/guardian must inform the school of potential side effects of all prescribed medications or any changes in medication administration.
- Students should not bring or take medication at school without appropriate medical orders or the knowledge of the school nurse. This includes both prescription and over-the-counter medication.

### ***COVID-19***

Washington Latin generally follows DC Health and CDC protocols regarding COVID and our staff will continue to stay abreast of developments in disease management and recommended mitigation strategies. We will continue to host on-site, no-cost clinics for COVID and seasonal flu vaccines for adults and students, as well as other routine childhood immunizations for students. Our aim is to support the health of all members of our community to the greatest extent resources allow.

### ***Head Lice***

Washington Latin follows the requirements of the Department of Health that state that "a student diagnosed with head lice may remain in class that day, however parents [and guardians] should commence treatment at the end of the school day. The child may return upon submitting to the school nurse a parent or guardian's note attesting that the student is undergoing treatment. A student with only nits shall not be excluded from school. However, the school nurse, Principal, or designee shall send a note to the parents or guardians advising them to monitor the child for infestation." The DC Department of Health website covers head lice as well as other common communicable diseases, such as pink eye (conjunctivitis) and strep throat.

### **FOOD AND NUTRITION**

Good nutrition is essential for optimal student learning and development. Childhood obesity remains a serious concern, and, as a public charter school, we **must** follow the guidelines outlined in the *Healthy Schools Act of 2010* and strive to provide healthy choices at all times. For more information, please see our Wellness Policy (on the [Policies page](#) of our website).

***Families are asked not to provide food to be shared with students outside their own family.***

***All foods and drinks are to be consumed during break and lunch, only in designated areas defined by the campus administration.*** At both campuses, this is generally in the Multi-Purpose Room (MPR), unless supervised by a teacher in an organized event. Students may bring water bottles to class but not food or other beverages (unless as part of advisory lunch or another event and with teacher permission). Students are responsible for cleaning up after themselves and taking turns helping to thoroughly clean up shared spaces (MPR) and classrooms, as well as outdoor spaces) after meals and breaks. Students must follow all meal-time instructions and protocols as defined by teachers and administrators.

### ***Breakfast/Lunch***

- Breakfast is served to all students free of charge every morning that school is in session.
- Hot lunch is provided for \$3.75 per day through our food service vendors, Genuine Foods at 2nd Street and Las Lucheras at the Cooper Campus. Lunch is available when school is in session for a full day.
- Families are billed through MySchoolBucks for lunches approximately each quarter. Details on this payment system are available on the Make Payments pages of our website.

- Students who qualify for free and reduced-price meals will receive the appropriate invoice for lunches. Application guidelines and forms to qualify for free and reduced meals are available on our website or from Martita Fleming, Director of Operations ([mflaming@latinpcs.org](mailto:mflaming@latinpcs.org)). Students will always be offered the same meal, regardless of pay status or outstanding invoice amount.
- Advisory lunch is a regular event at both campuses of Latin. Students eat together with their advisory in the classroom to build a sense of community.

### ***Bringing Food to School***

- Students may bring a lunch and snacks from home.
- Families of students in all grades may bring food to Latin and deliver it to the front office. We will ensure that your child gets the food in time for lunch or snack. Whether from home or a restaurant, the adult must bring the food in to the office rather than ordering it for delivery directly to the school or contacting your child directly to come outside for the food.
- Middle School students are not allowed to order food for delivery to Washington Latin at either campus.
- 2nd Street Campus Upper School students in 12<sup>th</sup> grade who meet academic and behavioral expectations may be granted the privilege of ordering food from a restaurant for delivery. Ms. Kara Brady, Director of the Upper School, determines this privilege.

**NB:** Students may not leave campus to purchase food. If students leave campus afterschool for any reason (including to purchase snacks), they may not return to campus to join afterschool activities.

## **ATHLETIC PROGRAM**

**ALL policies are subject to change at the discretion of the Athletic Director or the Head of Schools.**

### **Department Philosophy**

Washington Latin Public Charter Schools have a proud tradition in athletics.

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

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

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

### **Physical Education Classes (Grades 5-6)**

At both the Cooper and 2nd Street Campuses, all 5th and 6th grade students take Physical Education classes. The Washington Latin physical education program is designed to develop and strengthen the physical, social and emotional needs of children participating in athletic, fitness related and recreational activities. The program encourages students to participate in and enjoy various activities. Each student is introduced to skills and lead-up games to offer a better understanding of a particular activity. Physical education is offered weekly with units of instruction lasting two or four weeks.

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

The Washington Latin Physical Education program seeks to develop:

- Fundamental and age-appropriate skills
- Physical, social and emotional growth
- Compassion and good sportsmanship
- A sense of responsibility to one's team, coaches and the sport
- A feeling of enjoyment and self-accomplishment
- The understanding that winning and losing is not the ultimate end in athletic participation

### ***Physical Education Uniforms***

Each child in 5th and 6th Grade is required to purchase a PE. uniform at the beginning of the school year.

***Latin provides financial assistance to any student who is not able to purchase uniform or necessary personal equipment.*** The uniform consists of a gray Latin t-shirt, a pair of cardinal Latin mesh shorts, a gray Latin sweatshirt, and a pair of gray Latin sweatpants, plus a P.E. bag. The P.E. uniform is required to be worn during all classes to participate. If a uniform is lost, then a new one will need to be purchased from G-Land or the PFA Used Uniform Exchange (see Latin's Uniform policy for details). The children are asked to bring a pair of lace-up sneakers that can be kept in their locker for use in class.

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

### **Athletic Requirements Grades 7-12**

Athletic participation plays an important role in helping the individual student develop a healthy self-image, as well as a healthy body. From 7<sup>th</sup> grade on, Latin students may choose after school athletic activities to meet the following minimum athletic requirements, including competitive team sports and non-competitive classes and training sessions. Requirements include:

- Middle School (Grades 7-8) - One (1) season during 7<sup>th</sup> Grade, one (1) season during 8<sup>th</sup> Grade
- Upper School (Grades 9-12) - Four (4) seasons during Grades 9-12; 12 seasons are offered (Varsity/JV)

### ***Athletic Credit through Out-of-School Activities***

Some students may wish to pursue other activities outside of school to fulfill their Athletic Requirement. This is possible, with the following conditions:

- Athletic credit may be granted for out-of-school activities for the equivalent of one school year.  
***Credit is granted at the discretion of the Athletic Director.***
- A request for credit for out-of-school activities must be received before the activity begins and any permission can be granted to receive credit. Requests should be made no later than two weeks before the start of the corresponding sports season. For a fall request, the deadline is September 15, winter is November 15 and spring is February 15. Forms are available from the Athletic Director.
- The activity time commitment should be commensurate with on-campus athletic activities, which average 180+ minutes per week for at least an eight-week period.
- The activity must have a qualified coach and/or instructor. Work with a personal trainer does not qualify for credit.
- Participation in a club or AAU team does not qualify for credit, unless the sport/activity is not offered at Washington Latin and/or a student is not offered a roster spot on a Latin team.

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

## Team Sports

Washington Latin has more than 30 teams for students in grades 6-12 (open to students at both campus) that foster the same values of integrity, respect, responsibility, and participation that are embodied in the classroom. An experienced coaching staff, primarily drawn from our faculty, fosters a positive attitude about learning and challenges our athletes to achieve their highest potential in all aspects of their development. Lessons in sportsmanship, teamwork, competition, and how to win and lose gracefully are an integral part of each Latin team. Participation on interscholastic teams also adds to school spirit and helps all athletes, spectators, as well as the student body as a whole, develop pride in their school.

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

## Academic Eligibility

***Middle School students*** must maintain a grade point average of 2.0 and have no failing grades to participate fully in our athletic programs. A student in grade 6, 7 or 8 must be eligible at the end of the published grading period immediately preceding the sports season in which the student wishes to participate.

Eligibility for Middle School athletic seasons is based on the following:

Fall	All students are eligible
Winter	1 <sup>st</sup> Quarter of the current school year
Spring	2 <sup>nd</sup> Quarter of the current school year

***Upper School students*** must maintain a grade point average of 2.0 to participate fully in our athletic programs. A student in grades 9, 10, 11 or 12 must be eligible at the end of the grading period immediately preceding the sports season in which the student wishes to participate. All new-to-Latin 9th grade students are eligible for the fall season.

Eligibility for Upper School athletic seasons is based on the quarter preceding the season as follows:

Fall	All students are eligible
Winter	1 <sup>st</sup> Quarter of current school year
Spring	2 <sup>nd</sup> Quarter of current school year

In addition, Upper School athletic participation for ineligible students is restricted in circumstances:

- A student who is ineligible to participate in interscholastic athletics may not play, practice, or otherwise, participate with the school sports team during the period of such ineligibility.

- If the student is ineligible at the beginning of the season, then the student may not try-out, or join, the team at any point during the season.
- The period of ineligibility will last until the end of the next grading period when report cards are issued.

### **Team Sport Registration**

Students and one of their parents/guardians must complete the **Family ID** online registration process by the deadline set for each season in order to participate. This process includes providing emergency information (including parental consent to emergency medical treatment), the student agreeing to a participation contract, and confirming parental permission. In addition, all student athletes must have a current health form on file in order to participate in any athletic activity at Washington Latin, including practices and pre-season activities.

Families and students will be notified by email about the opening of the portal for the next season and provided with the link. Please watch for these announcements in *Legenda*. If you have any questions or difficulties with this online process, please contact the Athletic Department for help.

### ***Attendance Requirements for Participation in Team Sports***

- Every player must attend every practice and every game (including any championship contests and post-season tournaments) to receive credit.
- Any student absent from school for three or more periods in any school day is not eligible to participate in any athletic contest or practice that day. Any part of a period beyond two periods counts as the third missed period.
- Excused absences from school are also excused absences from athletics.
- Absences from practices and games will be excused in the following cases: documented illness or injury, religious observance and family emergency or event (i.e., wedding, funeral). Athletes should notify the coach of an expected absence as soon as possible. Notification after the absence will not be excused.
- If an athlete has an injury that requires rehabilitation, this needs to be worked out with a trainer/doctor and coach. If working with the school's trainer is prescribed, the athlete is required to attend these sessions (generally during practice hours). If an athlete is unable to begin rehab sessions right away, the athlete is expected to attend practice and observe unless the coach permits the absence.
- A student may not participate in practice, or a game when he/she is serving an in-school or out-of-school suspension. The student becomes eligible to participate on the next school day following the suspension. Any type of suspension will be counted as an unexcused absence from the team.
- If, for any reason, a student decides to stop participating on a team, or the student is removed from a team, then he or she will not be permitted to participate in any sport for the duration of that season.
- Two unexcused absences from practice may result in removal from a team and no credit for the season.
- Failure to fulfill his or her commitment, regardless of the timing (beginning, middle or end of the term), will result in a loss of athletic credit for the term.
- The Athletic Director will have the final say in determining athletic credit and participation on the team.

### **Participation on Athletic Teams Outside of School**

Many students participate on teams outside of school, and the Athletic Department strongly encourages this. Playing on teams outside of school along with participation on Washington Latin teams can be beneficial but also time-consuming. The policy of Latin's Athletic Department is that a student's school team commitment must come first. Missing a practice or game for other non-Latin team participation will count as an unexcused absence with consequences for playing time as outlined above.



## Other Requirements for Participation in Team Sports

- Students must meet residency requirements as set in the DC Municipal Regulations, Chapter 27.
- Post-graduates of any high school are not allowed to play on Latin interscholastic teams.
- For students in 9-12, eligibility shall cease at the end of the 8th semester after first entering 9th grade.
- A student who has attained the following ages on or before August 1 preceding the following school year shall not be eligible to participate in interscholastic athletics offered for the grade levels indicated:
  - Grades 7 and 8: 15 years old
  - Grades 9-12: 19 years old
- A student may not play in both a varsity and junior varsity game on the same day.

## Uniforms and Equipment

***Middle School students*** are required to purchase their team uniforms through the school. The uniform is worn for all Middle School team sports. Students are expected to provide their own personal equipment such as cleats, gloves, bats, etc. Essential equipment to play the sports, such as sport specific balls, protective helmets, etc. will be provided by the school. ***Latin provides financial assistance to any student who is not able to purchase uniform or necessary personal equipment.*** Parents/guardians can speak to the coach or athletic director for any such need.

***Upper School students*** do not purchase their uniforms. Students are issued a school-owned uniform that must be returned at the end of the season. If an item is lost, then the student will be billed for the item lost and for its replacement. The cost of replacing a single uniform item can be very expensive, so we hope that the students will make every effort to return all uniform pieces. Students are expected to provide their own personal equipment such as cleats, gloves, bats, etc. Essential equipment to play the sports, such as sport specific balls, protective helmets, etc. will be provided by the school. Some teams place orders for team items such as sweatshirts, jackets, etc. which must be paid for by each athlete. These items are not mandatory for participation.

## Practices and Games

***All students are expected to participate in all practices and play in all games of their teams.*** If a student is required to remain after school for extra instruction with a teacher, then he/she needs to proceed to practice, with a note from the teacher, as soon as the extra instruction is completed. Students may not miss athletic participation to complete homework. Team coaches email team members and their parents/guardians with information on the practice and game/meet schedules.

***All team games are Middle School practices*** are scheduled on Monday, Wednesday and Thursday. Practice times are from 3:30-4:30 pm, and all practices will end before the late bus departure unless noted otherwise. Under special circumstances, the coach may schedule an extra practice. The coach will inform team families, and this special practice cannot be mandatory in any way. ***Middle School games*** are scheduled on a Monday, Wednesday or Thursday with limited exceptions.

***Upper School practices*** take place Monday-Friday and begin at 4:00 PM during the fall and spring (unless otherwise noted). Saturday practices may be required. All Varsity practices during the fall and spring will end by 6:00 PM. Winter practices vary depending on the activity, and it is the coaches' responsibility to inform all parents/guardians of the practice schedules. ***Upper School games*** are typically scheduled on school days, but Saturday competitions should be expected.



### ***Team Practices During Vacations***

Most of the Upper School varsity teams, and some junior varsity teams, practice during vacations. The level of commitment on a varsity team requires that all athletes participate in these practices during vacations. Families of varsity athletes need to understand that for our teams to be competitive, mandatory formal practices will and do take place during vacations. If you are the parent/guardian of a varsity athlete, plan on your son/daughter having to participate in these practices. If your son/daughter cannot attend these practices, then it has to be understood that there may be consequences for failure to attend. Consequences vary and are handled by each coach. Parents should inform the coach of special circumstances as soon as possible.

### ***Transportation to and from Games***

Transportation is provided to and from all competitions, and all students will be returned to Washington Latin unless other arrangements are made in advance and the coach is informed. Whenever school transportation is provided, students must travel to and from events with their group unless parents/guardians have made prior arrangements with the coach.

If parents/guardians go to away games, they may take their children home with them, as long as they inform the coach. A coach will not leave a student at an away game site if the parent/guardian is not there. If parents/guardians are in attendance at away games, their children may ride home with them or with another player's parents/guardians with parent permission. ***At no time are students permitted to ride to games or home as a passenger in a car driven by another student, even if his or her parent/guardian accompanies the driver.***

There will be days that teams will arrive back to school after the late bus has departed. It is the responsibility of the parents/guardians to pick up their child or arrange for transportation home on these days, and coaches will notify parents /guardians of such days in advance so that proper planning can take place.

### ***Early Dismissals for Games***

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

### ***Game/Practice Cancellations***

In the case of inclement weather, games may have to be rescheduled. For Middle School games, a decision is made as close to departure time as possible. This may mean that a decision is not made until 1:30 p.m. For Upper School games, decisions are made between 2:30 and 3:30 p.m., depending on whether it is a home or away contest. All game day changes or practice cancellations due to weather are emailed to the team members by coaches. If school is closed for inclement weather, all practices and games are also canceled.

### ***Injuries Occurring at Games/Practices***

If a serious injury occurs during a practice or game, the coach or Athletic Director will contact parents/guardians immediately. The sports trainer present at the game will examine the student athlete. If the injury is serious enough that medical attention by a doctor is required, parents/guardians will be notified as soon as possible. If the injury prevents the athlete from participating in team activities for a period, a note from the attending physician clearing the student for athletic activity is required.

## Weather Policy – Guidelines for Hot Weather Play/Practice

Temperature	Humidity	Air Quality Index	Activities
Less than 80F	-----	Code Green 0–50; Good Air Quality	No Restrictions
80–90F	Below 70%	Code Yellow 51–100; Moderate Air Quality	Watch Carefully
80–90F	Above 70%	Code Yellow 51-100; Moderate Air Quality	Provide 10 minutes cool down/rest each hour
90–100F	Any	Code Orange 101-150	Monitor carefully with frequent water breaks
90–100F	Any	Unhealthy for sensitive groups	Shortened practices; mandatory water breaks every 20 min
90-100F	Any	Code Red 151-200	Limit outdoor exertion
90-100F	Any	Unhealthy Air Quality	Avoid all outdoor physical activity

### ***Code Red Policy***

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

### ***Lightning Policy***

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

### **Varsity Letter for Upper School Athletes**

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

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

# **STUDENT LIFE AT LATIN**

## **Discipline Philosophy**

**Trauma-Informed Classroom**

**Restorative Justice and Peer Mediation**

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## 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 Schools. 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.

## 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.

# ATTENDANCE POLICY

## Attendance Matters!

Consistent attendance in school plays a vital role in every student's academic success and contribution to our community. We want all students at school as much as possible, so they can make the most of the educational opportunities offered in middle and upper school. Benefits for the students include:

- Better academic results (immediately and over the long-term)
- More positive attitude about school
- Higher self-confidence
- Good habits that serve students throughout their education and beyond

We miss our students when they are gone, because we value their contributions to our school. Regular and timely attendance is important for students to succeed academically; it also helps children feel better about school—and themselves.

A high number of absences or tardies can be an indication of underlying problems, which we want to address with students and their families. For these reasons, it is crucial that families and students alike are committed to on-time and regular attendance at school.

## Policies

- ***Excused and Unexcused*** - Not all absences are the same. Some can be excused with a parent/guardian note/email, and some require a doctor's note. Other reasons for an absence or tardiness are NOT excusable, even with a note. Please see the description that follows for details on each type.
- ***Consequences*** - The consequences reflect how important this issue is, beginning with actions the Latin administration will take. Serious cases are **required** to be reported to city officials. Please read the details below.

## Procedures

The most important procedure is that families **COMMUNICATE** with Latin regarding any absence, whatever the reason, as early as possible.

- It is important that we know where your child is, no matter the reason for an absence.
- Attendance is taken each day during advisory and recorded no later than 10:00 am, so please let us know ASAP if your child will be absent, late or leave early.
- Parents can send an email explaining the absence ([attendance@latinpcs.org](mailto:attendance@latinpcs.org) for 2nd Street and [ajcattendance@latinpcs.org](mailto:ajcattendance@latinpcs.org) for Cooper).
- ***Note that we do not accept handwritten notes.*** We must receive communication within 3 days of the student's return to campus to excuse the absence/tardy. If the parent/guardian communication with a valid excuse is not received within the three-day period, the absence will be recorded as **UNEXCUSED**.
- Any student who attempts to falsify an attendance excuse will be subject to disciplinary action.
- ***Please note that all school absences and tardies are part of the student's permanent academic record.***

## What are excused and unexcused absences/tardies?

***Excused absences*** are when students are absent all day, arrive late (see below for details), or leave early with a valid excuse and parent/guardian approval. Examples include:

- Student **illness** (a doctor's note is required upon return if a student is absent for more than five days)
- **Medical appointments/procedures** (a doctor's note is required upon return to school). *We encourage families to schedule appointments so that students miss as little class time as possible.*
- **Serious illness or death** in the student's immediate family

- Necessity for a student to attend a **judicial proceeding** as a plaintiff, defendant, witness or juror
- Observance of a **religious holiday** (please notify us in advance)
- Temporary **school closings** due to weather, unsafe conditions or other emergencies
- **Lawful suspension or exclusion** from school by school authorities
- For **military families**, student visits with the parent or legal guardian who is the military member immediately before, during or after his or her deployment.
- **College visits** (please notify us in advance)

*Unexcused absences* are when students are absent from, arrive late to or leave early from school without a valid excuse, *whether or not they have parent/guardian approval*. Examples include:

- Babysitting or other such family obligations
- Work obligations
- Oversleeping
- Traffic
- Cutting classes

### Consequences for Tardies and Absences

Families are responsible for ensuring their children attend school regularly and on time, and we ask that you take this responsibility seriously. We also expect our students to make attendance and timeliness priorities. The consequences outlined below reflect how seriously we take the issue.

#### *Tardiness to school*

- Students who arrive after the start of advisory will be marked tardy to school.
- Students who arrive at school after the end of advisory period **MUST** check in at the front desk and will be marked tardy.

### How many is “too many” absences or tardies?

*Chronic absenteeism* is the term for a student missing more than 15 days in a school year (both excused and unexcused absences), because this is the point at which we see academic and/or behavioral struggles. Note that when a student misses 20% or more of a school day, it is counted as an absence, so we also watch for students who are chronically tardy.

In cases of chronic absenteeism or tardiness from Latin, the student’s teacher, advisor, or a member of the administration will reach out to the family for a meeting to understand the causes of the absences and establish a plan to improve the student’s on-time attendance. If there are health reasons for the absences, the school nurse will also work with the family and administration to establish an attendance plan. Parents/guardians and students, who have questions about the policy, a special need in terms of scheduling or some help resolving an issue, please reach out to us.

## What are the legal requirements for school attendance?

According to DC law, families are considered legally responsible for ensuring their children's attendance at school. **Truancy** is defined as any absence from school by a school-aged child without a valid excuse.

Interventions begin at Latin after the first unexcused absence, but ***we are also legally obligated to report excessive absences to the authorities:***

- For our students up to age 13, the school is required to report to the Child and Family Services Agency (CFSA) if a student accumulates 10+ unexcused absences within a single school year.
- For our students over age 13, the school is required to report to the Family Court Social Services Division if a student has fifteen or more unexcused absences within a single school year.
- The law also outlines particular consequences for both the student and parents, including both support (counseling, for example) and legal action. This information can be found in [the attendance report](#) by the Office of the State Superintendent of Education (OSSE) at [osse.dc.gov](https://osse.dc.gov).

Our hope at Latin is that we can work together with our students and their families to avoid truancy and chronic absenteeism. We are committed to early intervention and working to help overcome barriers and underlying problems in partnership with our families.

If you have questions about our policy, please contact us.



## 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 about qualifying for these benefits.
- Students and parents are required to review and sign a behavior agreement in order to participate in the MAGIS 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. Please see the Technology Section of this handbook for the Guidelines for responsible Technology use.

## UNIFORM POLICY AND PURCHASING INFORMATION

Washington Latin believes that appearance is important and requires students to meet the highest standards of dress and deportment. We see families as our partners in ensuring that students come to school each day as a representative of our school community.

We require all students to wear uniforms and adhere to the Uniform Policy at all times while in the school building and at school-sponsored functions. Students' personal presentation should reflect modesty, neatness, and cleanliness. Students are not to wear hats or other headwear except as medical reasons or personal religious beliefs dictate.

All Washington Latin administration and faculty strictly enforce the following Uniform Policy. Failure to adhere to the Uniform Policy will result in strategic intervention or disciplinary action; chronic non-adherence may lead to additional discipline action. Washington Latin reserves the right to change this policy as needed.

### Daily Washington Latin Uniform

Uniforms are to be worn with careful attention to proper presentation, appearance, and sizing. The basic Latin uniform consists of khaki (tan) or navy blue bottoms and a collared white, gray or navy shirt with the Latin logo. Please see the following list of acceptable items and other notes.

#### *Shirts*

- A navy, gray or white long- or short-sleeved polo shirt with the school logo.
- You may purchase plain white, gray or navy polos from any store of your choice. This can be with a patch you sew on yourself (available at the Latin store) or a logo added by G-Land for a small fee.
- Juniors and Seniors may wear a plain white, gray or navy, collared shirt (professional wear).

#### *Sweaters/Sweatshirts*

- Students may wear navy, gray or white sweaters, fleeces, and sweatshirts with the Latin logo or emblazoned with LATIN.
- You may purchase navy sweaters/vests/cardigans from any store of your choice and then add the logo. This can be with a patch you sew on yourself (available at the the front office of both campuses) or a logo added by G-Land for a nominal fee.

#### *Pants, skirts and dresses, and other bottoms*

- Khaki (tan) or navy blue pants, shorts or skirts. Shorts and skirts must not be shorter than 1-2" above the knee. ***Variations of brown and olive green are not allowed.*** These may be purchased from a store of your choice, including G-Land or Land's End or other stores.
- Students may wear solid leggings or tights in navy, gray, white, or black with shorts and skirts. ***Fishnet leggings and stockings are not allowed.***
- Students may wear a navy polo dress with the school logo (available through **Lands End** only).
- Also allowed are khaki (tan) jumpers with school logo, worn with a collared shirt underneath.

#### *Outerwear*

- Students may wear a solid black, navy, gray or white outer coat, hoodies (with the hood down), or sweater over a uniform shirt. Outerwear may not be worn in place of a school uniform shirt, nor may it have writing of any kind, unless a small product label.

- Gloves, outerwear, hats, skullcaps, and head wraps must be removed once students enter the building, except as medical reasons or personal religious beliefs dictate.

### ***Footwear***

Students must wear closed-toe shoes. Slip-ons or open-toed sandals are not allowed. Students may wear Crocs at 2nd Street; they are NOT permitted at the Cooper Campus. Shoes and socks should be school appropriate. Beyond this, there are no specific restrictions on color, etc.

### **Purchasing Uniforms**

Latin uniforms are available from the following vendors. Every item that you find in our sections with these vendors has been pre-approved by the school.

- **G-Land** - [www.g-landuniform.com](http://www.g-landuniform.com) or G-Land 1516 Wisconsin Ave NW.
- **Flynn and O'Hara** - [www.flynnohara.com/School-Landing](http://www.flynnohara.com/School-Landing)
- **Lands End** - [www.landsend.com/school](http://www.landsend.com/school), select "Find Your School's Dress Code."

### ***Logo Patches***

- You can purchase logo patches to sew onto plain polo shirts, jackets, sweaters, etc. These will be available at the start of school events and throughout the year online at the [Latin store](#).

### ***Used Uniforms - \$3/each***

- The Parent-Faculty Association collects gently used uniforms from families and offers them for \$3 per item at occasional sales on campus. Sales are generally at the start of the school year. There is no store for purchasing these used uniforms outside of the sale days.
- Donations can be dropped off at the front office of either campus at any time.
- During sales, payments can be made with cash, check or through PayPal.

### **Physical Education and Athletics Wear - Both Campuses**

- **5th and 6th grade** – Students are required to purchase their physical education uniforms: a gray Latin shirt, cardinal Latin mesh shorts, gray Latin sweatshirt, and gray Latin sweatpants. The sweatshirt may also be worn during school and in the classroom. Families need to purchase all items only from G Land Uniforms or at the PFA Used Uniform sale.
- **7th and 8th grade** – Students purchase athletic team uniforms directly from Washington Latin. Bob Eleby-El, Athletics Director, will provide a form to all students seasonally with details.
- **Upper School** – Athletic team uniforms are provided to all players by the school and are expected to be returned at the end of the season. If a uniform is lost or damaged, the student will be required to pay the replacement cost.

## **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 and more extreme 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.

### ***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 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. 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.

## 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), and an assigned reflection.

### **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 may 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 campus administration 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 campus.**

Latin 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.

# Policies

Please see our [Policies page](#) for the following documents.

Community Service Form  
Grievance Policy  
FERPA/HIPAA Information  
Inclement Weather Policy  
Latin Bus Behavior Agreement  
MAGIS Behavior Agreement  
Nondiscrimination Notice  
No Policy Preventing or Denying  
Technology Use Policy  
Title IX Policy  
Wellness Policy