

**Washington Latin Public Charter School
Annual Report
2015-16**



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Mission and Philosophy

Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. *Challenging, classical* and *accessible* are key words in the mission of our school. Our talented and caring faculty and staff challenge students with high academic and personal expectations. Ours is a school where words matter, ideas matter, and people matter.

Our classical curriculum provides a strong foundation in reading, writing mathematics, science and critical thinking, and it gives each student an understanding of the basis in history of western democracy.

All students take Latin beginning in fifth grade and, in addition, may begin French, Arabic or Chinese in eighth grade.

As a charter school, we are open to all students who reside in the District of Columbia, and in each year of the school's existence we have enrolled students from each of the eight wards. Any student who is eager to learn and willing to work for an excellent education will find our program rewarding and will, upon graduation, be prepared for work at the college or university level.

Washington Latin PCS – Middle School serves grades 5-8. Washington Latin PCS – Upper School serves grades 9-12.

The Curriculum Framework of Washington Latin Public Charter School is grounded in four elements:

Moral Issues – Teachers identify the major moral questions that arise within their curricula, and students respond to these moral questions through class activities including Socratic Seminars.

Academic Indices – These indices are those facts and ideas that are critical for WLPCS students to know and understand before they graduate. Indices are continuing to be identified and developed by content area.

Common Core Standards – Common Core Standards are the standards recognized by schools in the District of Columbia. They are also taught within the curricula of WLPCS classes and assessed by PARCC.

Teacher Choice – Teachers identify their own areas of strength and interest, and they teach facts and skills to students in the content of their curricula.

These four elements serve as the critical elements of the curricula of WLPCS and are what guide the curricular and instructional decisions of school leaders and teachers.

Parent Involvement

Latin's Parent Association is very supportive of the school. From the annual social to a speakers' series on parenting issues, the PA's programs connect strongly with the school. Classroom representatives keep families informed of school news between meetings, and they also assist teachers with field trips and classroom activities. Contributions to Latin Pride, our annual fundraiser, support Latin by helping teachers outfit their classrooms, supplementing arts and science curricula, paying practice facility fees for athletic teams, helping with end-of-year class trips, hosting teacher lunches during Parent Conferences, and recognizing teachers with holiday gifts.

Lessons Learned and Actions Taken

The following academic interventions have taken place over the last year:

- The Assistant Principal coordinated PARCC preparation on the math side with weekly math quizzes, and the Director of Academics worked with English teachers on targeted PARCC preparation;
- The Principal created a schoolwide Document-Based Question initiative, and each teacher administered at least one in each course;
- Teachers analyzed the results of this preparation as well as the DBQ initiative and made adjustments accordingly;
- The faculty had Professional Development on using Schoolnet, a data management tool that, among other things, provides historical assessment data on individual students;
- The faculty had Professional Development on various instructional practices;
- Students in ELL worked to pass the WIDA test, and most did so;
- Tutorial for any student who wanted extra help occurred throughout the year from 3:15 – 3:45 pm;
- Students who struggled in Math, Reading or Writing took additional support classes called Math Lab, Reading Fundamentals, and Intensive Writing;
- Students at the middle school level participated in intervention groups in Math, Reading and Latin that met at least four times per week if the students demonstrated academic need;
- Grade teams developed goals of reducing the numbers of Ds and Fs, and analyzed this data throughout the year.

School Performance

Washington Latin students performed above the state average in each category of the PARCC exam in 2015-16. The averages below show the percent of students in each category who scored a 4 or 5 on the PARCC exam, showing that they are college- and career-ready.

Middle School ELA: 70%

Middle School Math: 53%

Upper School ELA: 52%

Upper School Math: 26%

Development Milestones

Washington Latin raised over \$800,000 in grants and donations during the 2015-16 fiscal year, with an additional \$200,000 in pledges. Our donors include many of our parents, who donated a cumulative total of more than \$300,000 with gifts that ranged from a few dollars to more substantial gifts in the thousands of dollars. This range reflects the socio-economic diversity of our families. Our goals for our annual campaign are twofold: to raise funds that help us close budget gaps and enhance our students' experience at Washington Latin and encourage full participation among our community. We welcome and appreciate gifts at all levels and from everyone at our school.

This year we also launched our Faculty Fund in order to create a mechanism for increasing faculty compensation. Our excellent teachers are the single more important factor in our success, and the Faculty Fund will help us keep our "irreplaceables" and continue to develop great teachers and leaders from within. With our 10th anniversary gala as well as other donations from both individuals and organizations, we raised more than \$400,000 in gifts and pledges for this fund. We also raised funds to support our Academic Support Program, aimed at closing the achievement gap and ensuring that all students can be successful at Latin, regardless of the level of preparation when they arrive on our campus.

Curriculum Guide

OVERVIEW OF WLPCS CURRICULUM

"A contemporary classical curriculum"

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

"A contemporary classical education" emphasizes the reality that any curriculum grounded in the classical tradition must hold simultaneously to the timeless truths of the traditions of Greece and Rome, and the timely pressures of life in the 21st century. At WLPCS, we stress three fundamental legacies of the classical tradition: education for citizenship in a democracy; the Latin language and the heritage of the Greco-Roman world; and public oratory. We strive to convey these legacies in an environment and culture that includes some of the best of contemporary life: a commitment to a diverse student body and a variety of pedagogies. We aim to use both the ancient methods of

repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning.

Five core subjects dominate the curriculum for students in grades 5 – 12.

ENGLISH

The English curriculum throughout the school emphasizes active reading and engaged writing. Students read both classic works of literature and more modern works chosen for their examination of moral issues. An independent reading program at each level allows students to read books of their own choice. Instruction in literacy includes work on grammar and sentence structure. The writing curriculum introduces writing as a process and asks students to write frequently and in several genres. In fifth grade, students take a separate public speaking course; instruction and practice in the art of public discourse is thereafter part of each course in the school.

MATHEMATICS

The mathematics curriculum aims to provide students with a solid foundation in all the basic numeric operations. Students are expected to be able to perform these basic operations before they can move on to the more abstract ideas of algebra and geometry. In grades 5 and 6, students are grouped according to their previous expertise and facility with basic operations; in grades 7- 10, depending on their comfort with numeric operations, students either continue their work on basic math or begin their high-school work on Algebra I, II, and geometry. For some advanced 10th grade students, Pre-Calculus is an option in the high school. High-school students can also elect to take Statistics, AP Calculus or AP Statistics in order to fulfill their four-year high-school math requirement. Throughout the curriculum, students repeat concepts until they understand them deeply; they also learn how to apply their knowledge to unknown problems. Throughout the school, the mathematics curriculum emphasizes automaticity with basic functions, application of prior knowledge to problems, and an appreciation for the beautiful mystery of mathematics.

HISTORY

The history curriculum begins in the fifth grade with a world geography course. Students are expected to know the names of countries and capitals throughout the world, and to be familiar with the world map. In the sixth grade, students study a year of civics, with a particular emphasis on the founding documents that shaped the governance of the United States of America. In seventh grade, the curriculum explicitly introduces students to the history of Greece and Rome, and to the major figures of the classical tradition. The 8th grade curriculum leads students through their first comprehensive study of American history. In the 9th and 10th grades, students study two years of World History, beginning with the shaping of civilization in the Fertile Crescent and moving to the present. The 9th and 10th grade world history courses emphasize depth over breadth, focusing particularly on those moments in history when moral decisions came into play. Juniors study American history in depth and seniors take a semester of DC History and a semester of Government. Throughout the curriculum, students learn to ask “essential questions,” deep, moral questions that raise fundamental issues about scarcity of resources, governance of peoples, and causes for conflict.

SCIENCE

The science curriculum at WLPCS aims to introduce students to both the method and wonder of science. In grades 5 and 6, students work labs and units designed by the inquiry-based FOSS science curriculum. They investigate questions from the four main areas of science: earth, chemical, physical and life. After this introduction, students receive more specialized instruction in each of these areas: in 7th grade, they study life science in more depth, focusing particularly on those aspects of life science that are crucial to understanding some of the issues of biology now in the news. In 8th grade, the emphasis is on earth science, again with an emphasis on a moral issue like the harvesting of diamonds or the search for oil. The 9th grade begins the three-year high-school sequence with an introduction to physics. This course makes understandable some complicated but fundamental physical concepts such as electricity, motion, light, and sound. In the tenth grade, building on their understanding of physics, students take a general chemistry class, with a particular emphasis on the skills and content foundational to their future study of biology. Juniors take Biology and seniors may elect to take AP Biology, AP Environmental Science, Marine Biology, or Astronomy. Throughout the curriculum, students are asked to practice the habits of the scientist: to be painfully precise and endlessly curious.

LATIN/WORLD LANGUAGES

As the cornerstone of its curriculum, WLPCS asks all students to study Latin through at least the third level of the language. Beginning in 5th and 6th grade, students study the basic grammatical principles of Latin, laying the groundwork for their more formal instruction in grade 7. The curriculum stresses Latin's legacy to the English language, both in grammar and in vocabulary. Students also learn the major characters and tales of Greek and Roman mythology, and the phrases the ancient tradition has bequeathed to our every day speech. In grades 7, 8, 9, and 10, depending on when they enter school, students take either Latin I, II, or III. The first two years cover the essential features of grammar and introduce students to some passages of real Latin. By the third year, students are ready to translate some of the world's most well-known and loved classical texts.

In addition to Latin, we also provide a strong foundation for our students' development as global citizens through study of modern world languages. All upper school students must complete at least two years of study in either French, Arabic, or Mandarin. We strongly encourage students to continue their language studies beyond the two-year requirement, as they will reap more benefits from higher language proficiency. Proficiency in a new language is a portal to literature, cultures, historical perspectives, and human experiences. As students gain a firm grasp on how to express themselves through these adopted languages and cultures, they begin to comfortably navigate and embrace cultures that might have initially seemed exotic and mystifying. In addition to these intrinsic benefits, students gain many practical benefits from long-term language study, as multilingualism is a highly valued, marketable skill that enables students to competently navigate our increasingly connected world. Many Washington Latin students do enroll in higher level language courses, and some of our young language enthusiasts have even enrolled in more than one language course, studying two of our three languages at once.

ARTS

Instruction in the arts is also an important component of the curriculum at WLPCS. Students in grades 5 and 6 take a drama class that is coordinated with the English curriculum. Using the literature of the English classroom as an anchor, students learn how to “get inside” a character and how to write about characters imaginatively. In grades 7 – 8, students receive formal instruction in visual art and music, a semester of each in each year. In the high school, all students are required to take a semester each of art and music. Poetry contests, visual arts shows, a dance course, music concerts, and dramatic presentations complement the required instruction in the arts.

PHYSICAL EDUCATION/HEALTH

In grades 5 and 6, students receive instruction in physical education with an emphasis on learning the habit of daily activity and exercise. In both grades one day of the week is devoted to health education, including such topics as nutrition, fitness, substance abuse prevention, and emotional wellbeing. Students in grades 7 – 8 are required to participate in a sport at least two seasons of each academic year. In the high school, all students are required to participate in five “seasons” of physical activity, one of which is a physical education class. Before they graduate, all Upper School students must also take a semester of health.

HIGH-SCHOOL GRADUATION REQUIREMENTS

The following course requirements represent the minimum number of courses that an Upper School student must successfully complete before graduating from high school. Some courses in the Middle School can count towards these requirements. Any exceptions to these requirements can be made only by the Principal. The number in parentheses following the requirements represents the Carnegie Units earned.

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

English (4.0) – must include an English course in *each* of the four years;

Mathematics (4.0) – must include Algebra I, Geometry, and Algebra II;

History (4.0) – must include World History I (1.0), World History II (1.0), U.S History (1.0), or AP US History (1.0), US Government (0.5), and DC History (0.5);

Science (4.0) – must include Conceptual Physics, Chemistry, Biology, with preference for the order described above; a 4th science in an elective area;

Latin (3.0) – through the third level of Latin; must include Latin I, II, and III. WLPCS Latin requirement satisfies the (2.0) Carnegie Units in World Languages required for DCPS;

French/Chinese/Arabic (2.0) – through the second level of either language; must include French I, II, Chinese I, II, or Arabic I or II. See note about second language waiver on p. 9

Visual Art – must include a semester of visual arts (0.5).

Music – must include a semester of music (0.5)

Physical Education/Athletics – must successfully complete **five** trimesters or seasons of physical activity over four years of high school. (1.0)

Health – must include a semester of instruction in Health (0.5);

Electives – (3.5)

Community Service – must successfully complete 100 hours of community service

Total Number of Credits need to graduate: 27 (25 if granted a second language waiver). We encourage all students to take a financial literacy course in addition to the above requirements.

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

SUMMER SCHOOL/ALTERNATIVE COURSES

Middle and Upper School students who do not pass their English, Math, or Latin courses must retake these courses in summer school. For Middle School students, these courses will be 90 minutes a day, 5 days a week, for 6 weeks. All students in grades 7 and 8 who are enrolled in summer school for having failed courses are required to retake a different, but analogous version of the final exam in order to pass their summer course.

Any Upper School student who does not pass his/her English, Math, or Latin course *must* retake the course in summer school. These courses will include 120 hours of instruction, or 4 hours a day, 5 days a week, for 6 weeks. All Upper School students who are enrolled in summer school for having failed courses are required to retake a different but analogous version of the final exam in order to pass their summer courses.

Students who fail any required course other than English, Math or Latin, *cannot* take these courses in summer school. In most cases, students will need to repeat the course. In rare circumstances, students may be permitted to take a comparable course at another school or online through one of the online programs certified by the Public Charter School Board. Permission to take a non-WLPCS course in fulfillment of a graduation requirement can be granted only by the Principal.

Students who fail a course required for graduation and who do not pass a summer school course *must* repeat the required course if they wish to remain on track for graduation.

If a student retakes in the summer a course failed during the year, the grade of the failed course will remain on the transcript in addition to the grade earned during the summer. The student's GPA for the year will include both the regular year grade and the summer grade.

PROMOTION

A student is promoted to the next grade if and only if he or she passes enough courses to stay on track for graduation. Students must pass all required courses in order to graduate, but they may be promoted to the next grade if they are able to retake failed course either in the summer or in the following year and still stay on track for four-year graduation. If a student has failed 4 courses in any year, he or she will not be promoted to the next grade.

GRADING

Middle and Upper School grades range from A to F. The following grading rubric applies to students in grades 5-12:

A grade of **"A"** is evidence of truly outstanding work, demonstrating mastery of the content covered, sophistication of thought, and fluency in required skills.

A grade of **"B"** shows a superior understanding of the subject matter – a very solid grasp of both the skills and content of the course. **"B"** work does not necessarily show the polished thought of **"A"** work, but shows great potential.

A grade of **"C"** represents an acceptable or average level of performance. Work earning a **"C"** often lacks evidence of a deeper understanding of the material, but does show that a student has obtained basic content and skill knowledge.

A grade of **"D"** indicates that a student is struggling to reach basic competency. **"D"** grades often reflect a minimal attention to detail or trouble with important skills necessary for success in a subject. A **"D"** calls for attention and extra support on behalf of the student and school.

A grade of **"F"** means that a student is failing. He or she has not met the minimum requirements, and does not yet have the skills or knowledge needed to progress in the subject. An **"F"** calls for immediate attention and intervention.

A grade of **"Incomplete"** denotes that work is missing in a course due to illness or absence. Unless a student is ill and incapable of doing so, all **"Incompletes"** must be made up within one week from the end of a grading period. If at that time work has not been completed, the missing work will be assigned a grade of **"0"** and will be averaged as such for the grading period.

Teachers may elect to assign numerical marks before calculating a letter grade. In all Middle and Upper School courses, the letter scale corresponds to the following numerical values:

A 93-100	B+ 87-89	C+ 77-79	D 64-69
A- 90-92	B 83-86	C 73-76	F 0-63

	B- 80-82	C- 70-72	
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Teachers may establish their own grading priorities within their classrooms, although any course taught by multiple teachers in multiple sections must standardize the grading policy. Final exams are given in grades 7 – 12. In grade 7, exams are weighted 10% of the final grade; in 8th grade 15% of the final grade; in grades 9-12 20% of the final grade.

RECORDING AND SUBMISSION OF GRADES

At the end of each quarter of the year, teachers of all subjects report a grade for each of their students, based on the grading scale above. These grades are entered in a school-generated, password-protected database that contains the names of all students as broken into individual classes. Three times a year teachers also write extensive narrative comments about each student, also entering these into the school's database. Advisors of each student write a summary comment twice a year. All grades and narrative comments are kept in the student files in locked file cabinets.

At the end of the year, as a requirement for receiving a final salary check, all faculty must turn in their grades and comments in a timely manner. All final exams are kept by the faculty until the following fall.

Once grades have been submitted to the school's Registrars, there can be no changes. Faculty members who wish to change their grades must receive permission from the Principal. In rare circumstances, should there be a question about a grade, the teacher of the course in question, the student's advisor, and the Director of the Middle or Upper School will discuss and resolve the problem.

GRADE POINT AVERAGE (GPA)

The Grade Point Average (GPA) of an Upper School student is computed by dividing the sum of numerical grades received by the number of credits taken. Advanced Placement (AP) and Honors courses are weighted an additional 0.5 in computing GPA.

The GPA is determined by strict mathematical computation and is rounded only for the purposes of honor roll and high honor roll. Students who achieve a 3.3 and higher for the semester are placed on honor roll; students who achieve a 3.7 and higher for the semester are placed on high honor roll. Grades will be assigned numerical values as follows:

A (4.0)	B+ (3.3)	C+ (2.3)	D (1.0)
A- (3.7)	B (3.0)	C (2.0)	F (0.0)
	B- (2.7)	C- (1.7)	

All students who take an Advanced Placement course are required to take the AP exam; failure to take the exam will result in a student's not receiving the additional 0.5 calculation for the AP course as averaged into the GPA.

THE TRANSCRIPT

The Washington Latin Public Charter School transcript represents all courses taken by a student while matriculating at Washington Latin Public Charter School. Courses completed at other institutions during a student's matriculation at WLPCS are listed separately on the transcript, with their grades and credits earned. These grades, however, are not calculated into a student's WLPCS GPA. Should a student receive permission to take a required course for graduation at an institution other than WLPCS, the grade in that course will be calculated, using the WLPCS grading scale, in an overall GPA. Graduation requirements completed during Middle School are listed on the transcript under "Credits earned in the Middle School" but their grades are not calculated into a student's GPA.

GRADING POLICY FOR REPEAT COURSES

Students may request permission to repeat a course during the next school year. Permission must be requested in writing to Principal, who will consider such requests only after the completion of the entire course. A request to repeat a course may be granted only after consultation with the current teacher(s) and advisor. If permission is granted, upon completion of the repeated course, the grade of the second course will be included in the calculation of the WLPCS GPA (see "Calculation of the GPA" below). The original course will be listed on the school's official transcript with the original grade changed to either Pass or Fail.

SECOND LANGUAGE WAIVER POLICY

A world languages waiver may be granted to an Upper School student with appropriate documentation stating that the student is incapable of meeting the Washington Latin Public Charter School second language requirement. The foreign language waiver will be noted on the student's transcript; if the waiver is granted after a student has begun a second language course, his or her grade for the current year in that language will be removed from the permanent record. **ALL STUDENTS MUST PASS THE LATIN REQUIREMENT.** Students who receive a second language waiver must acquire 25 credits for graduation.

TRANSFER CREDITS

There will be some cases in which students new to the school in the 7th, 8th, and 9th grades will be able to transfer credits/courses from their previous schools. WLPCS will accept credits, with certain restrictions, only in the following areas: Mathematics, Latin, French, or Chinese. If a student has taken any of the following courses at another school (Algebra I, Geometry, Algebra II, Latin I, French I, Chinese I) and is hoping to apply the credit towards WLPCS graduation requirements, he or she must satisfy two conditions: 1) have passed the course at a previous school with a C- or better, and 2) must receive a 70% or higher on a WLPCS entrance test in any of the areas above. Individual issues of transfer credit will be resolved by the Principal in consultation with the relevant department chair.

ADVANCED PLACEMENT COURSES

Students at WLPCS who enroll in an Advanced Placement course are required to take the Advanced Placement test in May. If a student fails to take the test, he or she will not receive the 0.5 addition to the GPA and a letter will be placed in the student's file explaining that the test was not taken and that the GPA was adjusted accordingly.

COMPLETION OF COURSES

Full-year courses may be added or dropped without penalty until seven days after the close of the first-quarter grading period. Full-year courses dropped after that time and before the first week of the second semester will be reported as "WP" (withdrew passing) or "WF" (withdrew failing). No full-year course may be dropped after the end of the first week of the second semester. If a student elects to leave a course after that time, his or her final grade will be reported as "F" on the transcript. Students who have a diagnosed learning disability may, after consultation with the Principal and after providing documentation of the learning disability from a licensed professional, be permitted to drop courses after the dates listed above.

ACADEMIC ADVISING

Each student in the school is assigned an advisor who acts as his or her champion throughout the school year. The advisor is also the go-between from school to home and is in frequent contact with a student's parents. At the end of three of the grading periods, the advisor summarizes a student's grades and grade reports into a comment that looks at a student's total program. If a student is involved in a disciplinary action, his or her advisor is notified and engaged in any discussion about next steps.

In the Upper School, a student's advisor performs the important function of planning a student's academic program over the four years of high school. Together the advisor and the student create a student's Individual Learning Plan (ILP) according to the following schedule:

Each year, it will be the advisor's responsibility to refine the advisee's ILP. All ILP's will be reviewed by the Principal and checked for accuracy. Registration for courses for the next year will be dependent upon students' ILP's. In the spring of the sophomore year, the ILP meeting will include a student's parents as well as the advisor. All present will sign off on the ILP. When necessary, the college counselor will also be involved. In the junior and senior years, all ILP meetings will include a student's college counselor and advisor.

HONEST SCHOLARSHIP

At Washington Latin Public Charter School, we try to encourage honesty in all aspects of a student's life. Whether a student is talking to a teacher or friend, writing a paper or presenting a speech, he or she is ultimately responsible for the validity of his/her word. The following focuses on the validity of words used in formal scholarship. It focuses on the kind of honesty that is vital to any academic discipline. All students should understand that there is a time for collaboration and a time for independent thought, a time for paraphrasing and a time for footnoting. In this section, we try to

define these appropriate times and to make an essential distinction between those areas that are obvious infringements of honest scholarship and those areas that are, and always will be, clouded by individual interpretation.

This guide is the first step to informing all students about the proper and honest use of his or her own and others' words. Each teacher is asked to establish clear policies about these issues and report any students who violate the guidelines once they have been explained.

Under obvious infringements of honest scholarship, we include:

- Any deliberate falsification of data. This includes falsifying scientific results as well as "padding" a bibliography or citing sources unread.
- Deliberate copying of another student's test answers.
- Deliberate copying of another student's homework.
- Deliberate copying of a copyrighted computer program.
- Plagiarism.

Under issues subject to the interpretation of the individual teacher, we include:

- "Collaboration" on homework.
- "Collaboration" on laboratory work. This includes work in both the science and computer laboratories.
- The use of Spark Notes or the equivalent.
- The proofreading of a final draft for an English assignment.
- The use of translations in a foreign language class.

What is Plagiarism?

The word Plagiarism comes from the Latin word *plagiarius* meaning "kidnapper." To plagiarize is to kidnap the words of another person or to take and use as one's own the writing and ideas of another. Plagiarism gravely violates the academic integrity on which education depends and destroys the trust essential between a student and a teacher.

The thing to keep in mind is the debt that you owe to the fellow scholars who wrote the sources you are using. Footnoting is a simple courtesy you extend to the people who "helped" you write your paper. Various uses of a source are possible: you may quote a passage (use its exact words),

paraphrase it (put it into your own words), summarize it, or adopt its line or argument. Whatever the use—with or without quotation— each borrowing must be documented. Common knowledge need not be documented, however.

Any quotation— even one or two words, if distinctive— must be identified as a quotation. Ordinarily this is done by using quotation marks. A longer quotation (more than four lines of prose or two of verse) should be set off as a block quotation, indented. (With block quotation, quotation marks are omitted as redundant.) Quotations must be reproduced with letter-perfect accuracy, any additions or changes being carefully placed within brackets [like this] and any deleted matter being replaced by an ellipsis (...).

Documentation: While a footnote is the most familiar, acceptable form, there are a number of others. Proper documentation must show a book's author, title, city of publication, publisher and date of publication, as well as the page(s) where the borrowed material occurs. For a periodical article, documentation will indicate article author, article title, periodical title, volume number, year of publication and the page(s) containing the borrowed matter. Intentional false documentation is, of course, dishonest. Some of these

examples of quotation and paraphrase are acceptable; some are not. If a raised numeral concludes an example, assume that a proper footnote is appended.

A direct quotation when documented is **acceptable**.

- For example: In "The Stationary Tourist," Paul Fussell contends that tourism "began more than a century ago, in England, [when] the unwholesomeness of England's great soot-caked cities made any place abroad ... appear almost mystically salubrious, especially in an age of rampant tuberculosis."

A quotation without quotation marks is **unacceptable** even though documented.

- For example: The English considered foreign travel almost mystically salubrious, according to Fussell.

A partial paraphrase documented with the brief quotation properly identified is **acceptable**.

- For example: The English considered foreign travel "almost mystically salubrious," according to Fussell.

A half-baked paraphrase, i.e., the original with a few words changed around, is **unacceptable** even though documented.

- For example: Tourism started more than a century ago in England. The great soot-caked cities were so unwholesome that any place abroad seemed almost mystically healthful by comparison.

A complete paraphrase when documented is **acceptable**.

- For example: Paul Fussell believes tourism grew out of nineteenth century urban squalor: cities became so dirty and unhealthy that people took vacations abroad to escape.

Undocumented paraphrasing is **unacceptable**.

- For example: Tourism grew out of nineteenth-century urban squalor: cities became so dirty and unhealthy that people took vacations abroad to escape.

When paraphrasing, taking an author's idea and putting it entirely in your own words, you still owe the author credit for the idea itself. You do not need to use quotation marks because you haven't used any of the author's actual words, but you must footnote your paraphrase.

DEPARTMENT OBJECTIVES AND COURSE DESCRIPTIONS

ENGLISH

INTRODUCTION/PHILOSOPHY

The MS/US English curriculum at WLPCS centers on four goals. When the graduates of WLPCS leave us, we want them to: 1) *choose* to read for pleasure and instruction or "need to read"; 2) read with understanding; 3) write with engagement, clarity, and mechanical accuracy; and 4) speak so that they can be heard and understood. We will work towards these four goals by immersing them in the world's most beautiful and meaningful language and literature.

READING

Teaching reading has usually been the province of elementary-school teachers; at WLPCS teachers in every grade will teach reading. *Assigning reading is not teaching reading*. Teaching reading means both encouraging a passion for reading, and instructing students how to comprehend and analyze what they read. Below are the components of our approach to each of these goals:

1. To choose to read for pleasure and instruction

We want our students to see books as a possible form of joy and knowledge. We want them to *choose* to read. In order to encourage them on a life-long path of reading, we will:

- a. Set up independent reading programs in each of our classrooms. The programs include a classroom library leveled for differing reading levels and filled with a variety of books appropriate for students at each grade level.
- b. Devote class time to discussing the habits of strong readers and model our own "need to read."
- c. Devote class time to independent reading.
- d. Create reading lists, in conjunction with our librarian, that will offer students a good selection of books.
- e. Involve parents in our goal of developing life-long readers.

2. To read with understanding

Even in our increasingly visual and technological world, students will always need to be able to read for understanding. Our curriculum aims to develop strong readers who can understand and interpret what they read. In order to encourage strong readers, we will:

- a. Choose a variety of genres of fiction and non-fiction that will challenge our students to read at or beyond their instructional level.
- b. Teach students how to analyze a work of fiction and non-fiction, using directed questioning and focused discussion in a Socratic seminar.
- c. Test our students' comprehension through multiple-choice questioning and essay writing.
- d. Provide explicit instruction in word study and vocabulary development so as to strengthen students' reading skills. Teach vocabulary as a complement to the Latin curriculum by breaking words up into prefixes, roots, and suffixes.
- e. Model the rhythms of syntax by reading aloud and asking students to do the same.

WRITING

Students need to learn to write so as to function in their occupations and to make sense of the world around them. Writing one's ideas is the surest way to find out what one thinks. We also want our students to write imaginatively – stories, plays, poems – as a source of enjoyment and a way to understand the world's literature as fellow writers.

3. We aim to teach students to **write with engagement, clarity, and mechanical accuracy**.

- a. To promote **writing with engagement**, we will take the following approaches:
 - i. Follow the writing workshop approach of Nancie Atwell (*In the Middle*) with the express aim of developing writers who want to write.
 - ii. Build choice into our assignments and allow students a range of topics about which to write.
 - iii. Design assignments that aim to develop a student's voice, including preparation for the college essay.
 - iv. Use detailed, personal written feedback as a way to initiate conversation with students.
 - v. Invite professional writers to read their work and discuss their profession.
- b. To promote **writing with clarity**, we will take the following approaches:
 - i. Assign frequent summary exercises in which students are asked to reduce a paragraph to one or two main ideas and sentences.
 - ii. Include "clarity" as a component of each rubric we design.
 - iii. Provide students with non-fiction examples of clear, well-presented arguments.
 - iv. Practice sentence-combining exercises so that students will learn to tighten their prose.
 - v. Include exercises in analogies as instruction in clear thought.
- c. To promote **writing with grammatical and mechanical accuracy**, we will take the following approaches:
 - i. Teach grammar and mechanics within the context of writing, and particularly, students' writing.
 - ii. Require students to pass a series of proofreading exercises as standards for promotion to the next grade level. Use "the dictation" as a preparatory exercise.
 - iii. Build on our students' knowledge of Latin grammar in teaching English grammar.
 - iv. Use the classical technique of "imitatio" in teaching grammar through sentence composition.

- v. Include mechanical accuracy in all writing rubrics throughout the school. Accurate writing is not the province of the English Department alone.

SPEAKING/LISTENING

Formal instruction in speaking forcefully and clearly is one of the enduring legacies of the classical tradition. Through the study of rhetoric, students learn how to persuade an audience of their point. WLPCS is committed to improving their students' ability to speak in public, both in small groups and in large groups. We are also committed to helping students see the difference between public and private speech.

4. We will encourage our students to speak so that people will listen. The following are some of our approaches:

- a. Teach ourselves more about rhetoric and the art of persuasive speech.
- b. Model articulate, focused speech at all times. Ask students not to mumble, but to speak out in class. Establish a classroom environment in which students address one another and the teacher with confidence and poise. Do not permit sloppy speech.
- c. Allow students to substitute a public speech for a written assignment.
- d. Provide students with a rubric for spoken assignments.
- e. Instruct students in the first six weeks in the art of discussion: looking people in the eye, addressing the preceding comment, speaking concisely.
- f. Bring people to class who will model articulate speech and the value of it.
- g. Encourage recitation of poetry and prose.

Data Reports

Source	Data Point
PCSB	LEA Name: Washington Latin PCS
PCSB	Campus Name: Washington Latin PCS - Middle School
PCSB	Grades served: 5-8
PCSB	Overall Audited Enrollment: 362

Enrollment by grade level according to OSSE's Audited Enrollment Report

5th: 90 students
 6th: 91 students
 7th: 92 students
 8th: 89 students

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 182

PCSB	Suspension Rate: 6.6%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: <i>Validated in mid-August</i>
PCSB	Midyear Entries: <i>Validated in mid-August</i>
PCSB	Promotion Rate: 98.4%
PCSB (SY14-15)	College Acceptance Rates: <i>Not applicable</i>
PCSB (SY14-15)	College Admission Test Scores: <i>Not applicable</i>
PCSB (SY14-15)	Graduation Rates: <i>Not applicable</i>
FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 22% (78% remained)

School	Number of Teachers: 32 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$54,734 2. Range -- Minimum: \$43,800 Maximum: \$83,250

Source	Data Point
PCSB	LEA Name: Washington Latin PCS
PCSB	Campus Name: Washington Latin PCS - Upper School
PCSB	Grades served: 9-12
PCSB	Overall Audited Enrollment: 321

Enrollment by grade level according to OSSE's Audited Enrollment Report

9th: 83 students

10th: 82 students

11th: 89 students

12th: 67 students

STUDENT DATA POINTS	
School	Total number of instructional days: 182 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 7.2%
PCSB	Expulsion Rate: 0.6%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;

	(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: <i>Validated in mid-August</i>
PCSB	Midyear Entries: <i>Validated in mid-August</i>
PCSB	Promotion Rate: 98.4%
PCSB (SY14-15)	College Acceptance Rates: 83.9%
PCSB (SY14-15)	College Admission Test Scores: 71.0%
PCSB (SY14-15)	Graduation Rates: 87.1%
FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 7% (93% remained)
School	Number of Teachers: 30 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$54,734 2. Range -- Minimum: \$43,800 Maximum: \$83,250

Financials

These are unaudited.

Washington Latin PCS
Balance Sheet
As of 6/30/2016

Balance Sheet		
Assets	Amount	6/30/2016
Assets		
Current Assets		
Cash	7,290,472	6,527,103
Accounts Receivable	593,566	517,963
Other Current Assets	107,718	71,166
Intercompany Transfers	0	3,961,061
Total Current Assets	7,991,756	11,077,293
Noncurrent Assets		
Operating Fixed Assets, Net	603,509	495,632
Facilities, Net	15,189,336	14,180,983
Total Noncurrent Assets	15,792,844	14,676,615
Total Assets	23,784,601	25,753,908
Liabilities and Equity	Amount	Amount
Liabilities and Equity		
Current Liabilities		
Accounts Payable	106,270	650,341
Other Current Liabilities	932,246	921,246
Total Current Liabilities	1,038,516	1,571,586
Long-Term Liabilities		
Senior Debt	16,660,000	16,795,077
Other Long-Term Liabilities	32,470	386,951
Total Long-Term Liabilities	16,692,470	17,182,028
Equity		
Unrestricted Net Assets	3,991,767	5,522,545
Temporarily Restricted Net Assets		531,070
Net Income	2,061,848	946,679
Total Equity	6,053,615	7,000,293
Total Liabilities and Equity	23,784,601	25,753,908

2016-17 Approved Budget

Washington Latin PCS
SY16-17 Budget

Income Statement		SY16-17
Account		Future
Revenue		
04 · State and Local Revenue		10,723,092
05 · Federal Revenue		171,700

06 · Private Revenue	563,775
Total Revenue	11,458,567
Operating Expense	
07 · Staff-Related Expense	7,525,604
08 · Occupancy Expense	789,194
09 · Student Expense	1,089,683
09 · General & Admin	489,982
09 · Contingency	-
Total Operating Expense	9,894,463
Net Operating Income	1,564,105
Interest, Depreciation	
1X · Depreciation, Amortization, & Interest	1,862,967
Total Expenses	11,757,430
Net Income	(298,863)

Donations of more than \$500

<u>Last Name</u>	<u>First Name</u>	<u>Total Giving FY16</u>
CityBridge Foundation		\$102,500
Qatar Foundation International		\$96,752
Lovett	Stephen	\$52,680
Philip L. Graham Fund		\$50,000
The Charles and Marie Robertson Foundation		\$50,000
Rossotti	Charles	\$30,000
Rawlings	Hunter	\$29,000
Raiser	Mary M.	\$21,900
Meltzer	Alan	\$20,000
Hattie M. Strong Foundation		\$15,000
Patel	Dhiren	\$13,600
McDonough	Doneg	\$13,000
NES Associates, LLC		\$12,000
Collier	Kevin	\$11,000

Herridge	Catherine	\$10,057
Bernard and Anne Spitzer Charitable Trust		\$10,000
Coscia	Michael	\$6,000
Venpor Investments, LLC		\$5,437
Open Society Institute		\$5,250
Antoine	Lawrence	\$5,147
Black	Adair	\$5,000
Building Hope		\$5,000
French	Kindy	\$5,000
Johnson	Julie	\$5,000
Kirk	Steven	\$5,000
Lindner	Thaddeus	\$5,000
Lindner Family Foundation, Inc.		\$5,000
Luther I. Replogle Foundation		\$5,000
MCN Build		\$5,000
Brady	Philip	\$4,500
Davis	John	\$4,300
Wright	Lisa	\$4,252
Crute	Jerry	\$4,200
Exelon Foundation Matching Gift Program		\$4,000
Williams	Brian	\$4,000
Dalzell	Stephen	\$3,700
Oosterveld	Bart	\$3,700
Bank of America		\$3,500
Sherman	Mark	\$3,500
Combined Federal Campaign Of National Capital Area		\$3,179
Cattaneo	John	\$3,000

Cutts	Steven	\$3,000
Fernstrom	Kurt	\$3,000
Hall	Michael	\$3,000
Mader	Eric	\$3,000
Price	Robert	\$3,000
Shoag	Michael	\$3,000
Starnes	Thomas	\$3,000
Doherty	Matthew	\$2,995
Nadler	Evan	\$2,800
Mirabello	Thomas	\$2,750
David-Fox	Michael	\$2,700
Warga	Erik	\$2,600
Burtnick	Sam	\$2,500
Moller	Collin	\$2,500
Morgan	Timothy	\$2,500
Evans	Gary	\$2,450
Alexander	Conel	\$2,300
Bradley	Steven	\$2,300
Micheli	Richard	\$2,250
Southworth	James	\$2,200
Parrott	Edward	\$2,103
Anderson	Eric	\$2,000
Anonymous		\$2,000
Ashdown	Keith	\$2,000
Burchard	Robert	\$2,000
Inglima	Phillip	\$2,000
Peale Foundation	Elizabeth	\$2,000
Shapiro	Seth	\$2,000
Smith	Peter	\$2,000
Warren	Joseph	\$2,000
Halperin	Eric	\$1,905
Mitchell Salem	Margaret	\$1,800
Waters	Reginald	\$1,800
Economou	Alexandra	\$1,740
Fox	Adair	\$1,700
Grimm	Peter	\$1,700
Healy	Patrick	\$1,700

Monti	Michael	\$1,600
Weaver	Francis	\$1,600
Wolfel	David	\$1,575
O'Brien	Maureen	\$1,560
Coulon	David	\$1,552
Ejiasa	Akobundu Chinesom	\$1,520
Emanuel	Eric	\$1,500
Lee	Yong	\$1,500
Neubauer	Jason	\$1,500
Smeltzer	John	\$1,500
Weinberger	Steven	\$1,500
Wright, Sr.	Minturn	\$1,500
Ammon	Douglas	\$1,350
Diallo	Souleymane	\$1,350
Price	Scott	\$1,350
Hagerty	Thomas	\$1,335
Wilkins	Robert	\$1,300
Blair	Julian	\$1,250
Cochran	John	\$1,250
Moore	Christopher	\$1,250
Voss	Del	\$1,250
Webb	Michael	\$1,250
Horrigan	Daniel	\$1,200
Mulholland	Carol	\$1,200
Sullivan	Matthew	\$1,200
Wood	David	\$1,200
Yarsky	James	\$1,200
Person	David	\$1,160
Baldwin	Randy	\$1,150
DC Collective, LLC		\$1,150
Duffy	Elizabeth	\$1,125
Brailsford/Dunlavey		\$1,100
Claire	Daniel	\$1,100
Fleming	Chris	\$1,100
Torero	Maximo	\$1,100
Mara	Patrick	\$1,050
Atkinson	Alan	\$1,000
Batkin	Josh	\$1,000
Bleimehl	Shawn	\$1,000

Breakthru Technology Partners, Inc.		\$1,000
Bruty	Simon	\$1,000
Butler	David	\$1,000
Choksi	Mary	\$1,000
Christo	George	\$1,000
Clark	Mary	\$1,000
Davtyan	Artur	\$1,000
Demian	Ziad	\$1,000
Erland	Christina	\$1,000
Evans	Ruth	\$1,000
Fanning	Shaun	\$1,000
Greiff	Russell	\$1,000
Keil	Jeffrey	\$1,000
Kramer	Ben	\$1,000
Loots	James	\$1,000
Macomber	John	\$1,000
Marks	Peter	\$1,000
Perkins Eastman Architects P.C.		\$1,000
Pfeuffer	Paul	\$1,000
Regardie	Marc	\$1,000
Regardie	William	\$1,000
Roodman	David	\$1,000
Souverain	Steve	\$1,000
Spiva	Bruce	\$1,000
Stocker	Gerald	\$1,000
Talamas	Magdalena	\$1,000
Wilson	Brian	\$1,000
Wirth	Brian	\$1,000
Olson	George	\$950
Burchard, Jr.	Robert	\$900
Langenbacher	Eric	\$900

Pavetti	LaDonna	\$900
Mazza	Anthony	\$850
Roberts	James	\$803
Freedman	Andrew	\$802
Irving	Michael	\$800
Kimpel	Suzanne	\$800
Malik	Arun	\$800
Ryan	Robert	\$800
Sarfati	Jacques	\$800
Stettin	Brian	\$800
Brossard	Charisse	\$750
Gomez	Charles	\$750
Grimshaw	Shelagh	\$750
Ikenberry	Mike	\$750
Kotis	Linda	\$750
Plata	Benigno	\$750
Shepard	Darryl	\$750
Wells Fargo Educational Matching Gift Program		\$750
Bakel	Peter	\$700
Epstein	Jennifer	\$700
Grieve	Timothy	\$700
Stewart	Jeffrey	\$700
Amazonsmile Organization		\$634
Bilski	Richard	\$625
Arthur	David	\$600
Bates	Harold	\$600
Bill and Melinda Gates Foundation		\$600
Carroll	Andrew	\$600
Cason	James	\$600
Cave	Mark	\$600
Jarvis	Niambi	\$600

Jobanputra	Pramesh	\$600
Johnson	Bud	\$600
Tate	Nathaniel	\$600
Thoresen	Ragnar	\$600
Ferrier	Jarrett	\$590
Wolf	David	\$575
Giant Food, LLC (Ahold Corporation)		\$573
Pulford	Jeffrey	\$552
Hane	Paula	\$550
Coleman	Caroline	\$525
Scott	Garland	\$515
Levasseur	Max	\$502
Abramson	David	\$500
Alexander	Marie	\$500
Amam	Ras Au-T	\$500
Ashford	Jeffrey	\$500
Belcher	Joel	\$500
Benson	Lars	\$500
Birch-Smith	Postelle	\$500
Burgon	Michelle	\$500
Campbell	Doug	\$500
Cooper	Patrick	\$500
Corless	James	\$500
Crozat	Matt	\$500
Crystal	Howard	\$500
Davidson	Jonathan	\$500
Davis	Richard	\$500
EdOps		\$500
Edwards	Ronald	\$500
Gibson	Stephen	\$500
Glucksman	Daniel	\$500
Hagan	James	\$500
Hanson	Eric	\$500
Herst	Andrew	\$500
Hodge	Jospeh	\$500

Hovell	Stuart	\$500
Hoyt	Edward	\$500
Kempf	Lucas	\$500
Lee	James	\$500
Mogul	Ken	\$500
Montrey	Scot	\$500
Muradian	Vago	\$500
Murphy	Michael	\$500
Nowland	Peter	\$500
Paglee	Edward	\$500
Prichard	Heather	\$500
Pro-Air, Inc.		\$500
Pugh	Andrew	\$500
Quigley	Barbara	\$500
Richardson, III	Andrew	\$500
Robertson	Timothy	\$500
Roemer	Brian	\$500
Rostad	Knut	\$500
Satterwhite	William	\$500
Schifferle	Carl	\$500
Sheehy	Terrence	\$500
Shockey	Sven	\$500
Washington Group Solutions		\$500
Wilson	Patrick	\$500
Winter	Bryan	\$500
Zinn	James	\$500

Washington Latin PCS Staff Roster

86% of teachers have a Masters Degree or higher.

Alpert, Howard	Teacher, Science - Physics
Arnold, Alison	Teacher, Math - Geometry
Baldwin, Sean	Teacher, Arts - 5/6 Theater
Barroso, Elaina	Teacher, History - 9
Benjamin, Ryan	Assistant Principal, Math - Calculus
Berment, Neil	Teacher, PE - 5/6
Bettencourt, Rich	Athletic Director, PE - 5/6

Birkenhead, Peter	Teacher, Arts - 7/8 Theater
Brady, Kara	Grade Director, English - 9
Breitman, Rachel	Teacher, English - 8
Callum, Jamille	Dean
Chall, Joelle	Grade Director, Math - 7/8
Clausen, William	Teacher, Latin - 7-12
Coleman, Caroline	Student Support
Coleman, Christopher	College Counseling
Collins, Elizabeth	Teacher, English, Math - 9-12
Coppola-Klein, Erin	Teacher, History - 8th
Cromwell, Kate	Development
Cutts, Martha	Head of School
Daugherty, Jamel	Teacher, Latin - 5
Davis, Michael	Teacher, Math - 9-12
Davis, Sasha	Teacher, English - 6
Day, Nathan	Teacher, English - 10-12
Dobler, Teresa	Teacher, Science - 6
Dorsey, Ebony	Teacher, Latin - 6
Dumas, Joseph	Substitute Teacher
Edmundson, Albert	Receptionist
Edwards, Brandon	Dean
Eleby-el, Baba	Assistant Principal, History - DC History
Eleby-el, Crystal	Admissions
Emrys, River	Teacher, Latin - 9-12
Figuerroa, Elias	Facilities
Fleming, Martita	Operations
Folawiwo, Fatima	Dedicated Aide
Foster, Hope	Dean
Grant, Anna Laura	Teacher, English - Intensive Writing
Green, Joe	Teacher, English - 7
Grey, Headley	Driver
Guthrie, Michelle	Registrar
Hagerty, Tom	Teacher, History - 11
Hamd, Joseph	Teacher, Modern Language - Arabic
Hamd, Joyce	Teacher, English, History - 9-10
Hamm, Sereena	Librarian
Haywood, Cheryl	Teacher, English - 8
Hinton, Melissa	Counseling
Hotchkiss, Brian	Teacher, SPED
Hultgren, Carl	Teacher, English - 10
Izurieta, Geovanna	Finance
Jewett, Georgia	Teacher, Science - 8
Killingley, Jessica	Teacher, Science - Biology

Kolb, Dena	Community Service, Arts - Theater
Kolb, Patricia	Teacher, Math - 7/8
LaFleche, Adam	Teacher, Latin - 7-9
Lambert, Karen	Teacher, Modern Language - French
Latham, Crys	College Counseling, Elective - Financial Literacy
Lee, Janna	Teacher, Math - 7-12
Leonard, Samuel	Teacher, History - 10-12
Locke, Camille	Dedicated Aide
Lyon, Carl	IT Director, Science - Astronomy
Malone, Gabe	Teacher, Latin - 8
Martin, Corey	Teacher, Latin - 9-12
McDaniel, Stephanie	Psychologist
Mewafy, Mohamed	Security
Minera, Neelam	Teacher, Math - 5/6
Mujal, Adele	Teacher, English - 5
Nevola, Melissa	Teacher, Arts - Music
Nunn, Carenda	Attendance
Paul, Bear	Finance
Peale, Lacy	Director of Academics, English - 5-7
Pike, Kathryn	Grade Director, Math - 5
Porcelli, Alexander	Teacher, Modern Language - Arabic
Rapoport, Rebecca	Teacher, Math - Geometry
Raskin, Emily	Teacher, Math - 9-12
Richardson, Christopher	Teacher, Math - 11-12
Rivera, Ana	Food Service
Roberts, Khashiffa	Director of Student Support
Rosenblatt, Barbara	Teacher, SPED
Scheld, Meghan	Teacher, Math - 7/8
Seid, Laurel	Teacher, English - 11-12
Senty, Sarah	Teacher, History - 5
Shehab, Hussain	Teacher, Arabic
Skoblar, Jeffery	Teacher, Science - 5
Smith, Diana	Principal, English - 12
Spittler, Michele	Teacher, Modern Language - French
Staten, Lawrence	Teacher, History - 6
Stephens, Kristin	Teacher, Arts - Art 7-12
Stiff, John	Teacher, Math - 9-12
Stouder, Christina	Teacher, Modern Language - Chinese
Torrence, Rickey	Teacher, Science - Physics
Vanterpool, Jason	Grade Director, English - 9
Wells, Andrew	Teacher, Science - 7
Werstein, Jack	Counseling

Whitfield, Sandra	Teacher, SPED
Wills, Reginald	Teacher, History - 7
Yonker, Thomas	Teacher, Latin - 9-12
Ziser, Kate	Teacher, Science - Chemistry

Washington Latin PCS Board of Governors

Chinesom Ejiasa, *President*

Director of Investments, Africa Integras
DC Resident
7/10*

John Davis, *Vice-President*
Managing Director, Evolent Health
MD Resident
8/11*

Alexandra Economou, *Secretary*
VA Resident
10/12*

Joseph Olchefske, *Treasurer*
Board of the Education Industry Association, President
DC Resident
11/15*

Mark Cave, Owner, Country Dogs LLC
VA Resident
1/12*

Christina Erland Culver, President, EdNexus Advisors, LLC
DC Resident
10/13*

Ragini Dalal (PARENT)
World Bank, Senior Strategy and Operations Officer
DC Resident
7/15*

Russell (Rusty) Greiff, (PARENT)
Managing Director, Education Ventures 1776
DC Resident
10/13*

Max Levasseur

Program Manager, Fannie Mae
DC Resident
7/10*

Ann Elizabeth Lovett (PARENT)
Grants Manager, Foundations, Fauna & Flora International
DC Resident
12/13*

Patrick Mara
DC Resident
3/15*

Tim Morgan
VA Resident
9/15*

Hunter R. Rawlings III
President, Association of American Universities
DC Resident
9/15*

Talhia Tuck
Senior Associate Director/ Admissions, Georgetown University
DC Resident
7/15*

Amina Wilkins (PARENT)
Senior Environmental Scientist, EPA
DC Resident
9/10*

* = joined the board