



WASHINGTON LATIN  
PUBLIC CHARTER SCHOOL

# Washington Latin Public Charter School

## Annual Report *School Year 2020 – 21*

Peter Anderson, Head of School  
Christopher Wilkinson, President, Board of Governors

**Washington Latin PCS**  
5200 2<sup>nd</sup> Street NW, Washington DC 20011  
202.223.1111 – [www.latinpcs.org](http://www.latinpcs.org)

# Table of Contents

<b>School Description</b> .....	2
Our Mission	
Our Philosophy	
<b>Strategic Goals 2016 – 2021</b> .....	4
<b>School Program</b> .....	6
Curriculum and Instruction	
Curriculum Guide	
Parent/Guardian Involvement	
<b>School Performance and Progress</b> .....	12
Meeting our Mission	
Campus Data Reports	
<b>Other Accomplishments</b> .....	17
15-year Charter Renewal	
COVID Pandemic Response	
Planning for Expansion	
Recognition of Faculty and Students	
<b>Development &amp; Donors</b> .....	20
<b>Appendices</b> .....	24
Faculty Roster	
Board Roster	
Financials	

# School Description

## Washington Latin Mission

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

## Our Philosophy

*Washington Latin provides a classical education for the modern world.* This phrase indicates that our model is a carefully crafted blend of ancient and modern. 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, Washington Latin seeks 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. (See the description of our academic model and more detail on our classical education in the next section.)

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. Our program focuses on developing each student’s ability to be thoughtful, to consider the views and needs of others, and to act with integrity. The greatest challenge comes in our expectation that students will think before they act and do what is right rather than what is expedient.

We are committed to being **fully accessible**. Unlike our classical forebears, we believe that a challenging education is the province of all who are eager to learn and willing to work. As a charter school, we are open to all students who reside in the District of Columbia, and we make our school accessible by actively recruiting families across DC. In each year of the school's existence, we have enrolled students from each of the District's eight Wards. Any student, in grades 5 through 12, who is eager to learn and willing to work for an excellent education will find our program rewarding and provide ample preparation for college, work, and citizenship – whatever path the student chooses for the future.

Our commitment to being accessible does not stop at enrollment, however. We provide bus service to students throughout the District. We make our curriculum accessible by providing early and personalized interventions to ensure students can be successful regardless of their previous academic experiences or level of preparation. Our model demands that teachers work with 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 families who want a life-changing education. The diversity of our community is essential to the model of classical education, preparing students to fully participate in the modern world.

## Strategic Goals 2016 – 2021

In 2014-15, the school's Board of Governors and leadership embarked on a systematic strategic planning process. After an exhaustive review of current needs and careful consideration of future possibilities, we established a clear set of priorities and goals. These priorities and goals focused us on strengthening our model, ensuring that all essential elements of Washington Latin are sustainable. The Board and school leadership have embarked upon a similar process to update these strategic goals for our next five years.

### *Ensuring the academic success of all our students, regardless of their background.*

- Develop Washington Latin-specific assessments, called the Latin Academic Indices, that measure the knowledge and skills our curriculum emphasizes.
- Increase performance on annual proficiency assessments, both overall and in each sub-group, to narrow the achievement gap.
- Increase our students' college readiness, as measured by national tests (SAT, ACT, and Advanced Placement).
- Increase our graduates' college entrance, persistence, and graduation rates, with particular emphasis on supporting students who are low-income or first-generation college students in their families.

### *Sustaining our diversity among our students to reflect the racial and socioeconomic diversity of D.C.*

- Increase student socio-economic diversity to better reflect that of the District.
- Sustain student racial diversity and continue to mirror racial demographics of D.C.
- Increase the diversity of the faculty and staff in both race and gender.
- Maintain an accomplished, skilled, and engaged set of community volunteers as the Board of Governors, who bring a range of expertise and reflect the diversity of the community.

### *Building a faculty and leadership pipeline that ensures stability and makes growth possible.*

- Increase retention to build a cadre of excellent teachers who stay at the school, become experts in the Latin model and commit to our community.
- Increase faculty compensation to attract and retain teachers.
- Refine our professional development and evaluation program with both more development opportunities and more systematic evaluation and feedback.

*Managing leadership transitions, both in the administration and on the Board of Governors.*

- Identify a leadership structure for Washington Latin that is both financially sustainable and organizationally flexible to respond to changing needs, emerging challenges and opportunities.

*Meeting families' increasing demand, including opening a new school.*

- Explore partnerships with other schools or organizations to help students make the academic leap from elementary to middle school and enter Washington Latin adequately prepared for our rigorous curriculum.
- Begin expansion by opening a middle school with two to three grades, growing “organically” into the full complement of grades.

*Refining our financial model and finding additional revenue sources to fund our commitment to small class size.*

- Refine the existing financial model to ensure the sustainability of the current school with this small class-size model.
- Examine the long-term relationship of the school's expenses (particularly faculty/staff salaries) and expected revenues (both per-pupil allotments and fundraising) to consider our long-term future needs and plans.

# School Program

## Curriculum and Instruction

As a classical school, we align ourselves with the established wisdom of the ancients, particularly the cultures of Greece and Rome. We believe that many of the tenets of the ancient world remain relevant in the modern world. Our students study the language, literature, and history of the ancients. We further believe that education is a training of character, and character is the intersection of intellectual development and moral integrity. We seek to develop each student's ability to be thoughtful, consider the views and needs of others, and act with integrity.

## Classical Education

*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 use both the ancient methods of repetition and Socratic dialogue, as well as the contemporary innovations of technology and cooperative learning. 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.

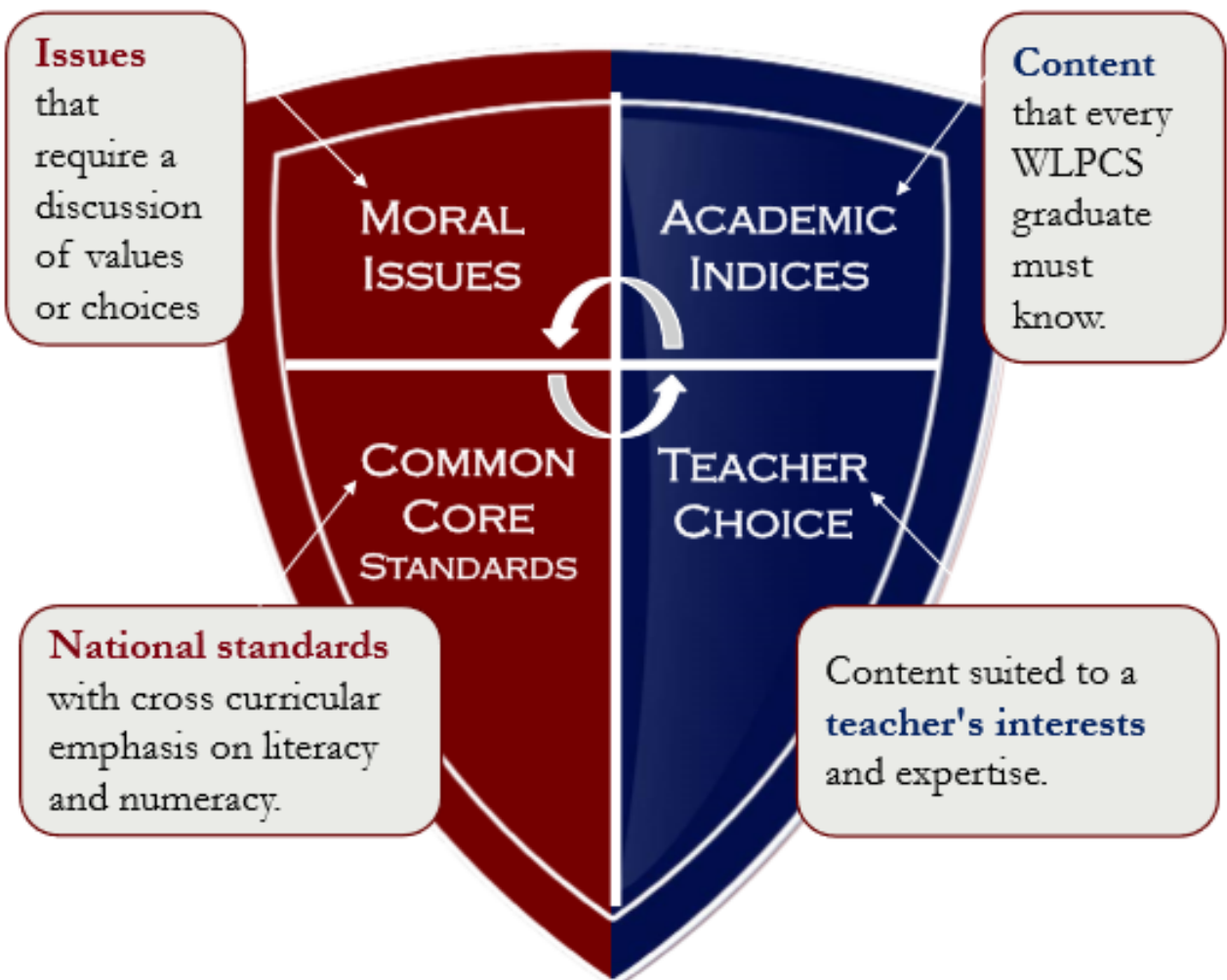
## Curriculum Framework

Our curriculum is designed to inform, provoke, challenge, and inspire our students so that ultimately, they have a more in-depth knowledge both of themselves and of the world they enter as adults. There are four critical elements of the curricula of Washington Latin and are what guide the curricular and instructional decisions of school leaders and teachers.

- *Moral Issues* – Teachers identify the major moral questions that arise within their curricula, and students respond to these 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 areas of strength and interest, and they teach facts and skills to students in the content of their curricula.



# WASHINGTON LATIN PCS CURRICULUM FRAMEWORK

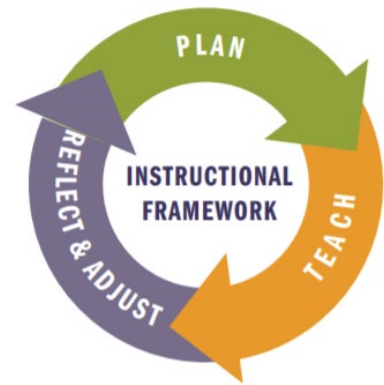




## Instructional Framework

### Plan

- Plan standards-based lesson objectives consistent with the Washington Latin curriculum framework
- Plan based on moral issues, the academic indices, and Common Core Standards
- Plan based on an understanding of students and the teaching context
- Plan strategies, questions, and assessments
- Develop routines to maximize instructional time
- Arrange the physical environment to allow for optimal learning



### Teach

- Use strategies and tasks to engage all students in rigorous work
- Use a variety of questions (disproportionately evidence-dependent questions at the higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge)
- Facilitate student-to-student interaction and academic talk
- Implement routines to maximize instructional time
- Build positive relationships with students
- Build a positive, learning-focused, welcoming and inclusive classroom
- Reinforce positive behavior, redirect off-task behavior and de-escalate challenging behavior
- Check for understanding (and adjust, as necessary)

### Reflect/Adjust

- Examine student work
- Provide specific, timely academic feedback to students
- Communicate regularly with parents
- Reflect on the efficacy of instruction:
  - o Are the students engaged?
  - o Are they understanding the concepts being taught?
  - o Are they able to apply the knowledge learned?
- Seek feedback from students, supervisors and/or colleagues
- Adjust plans for future instruction

## Curriculum Guide

### *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, after that, 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 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 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 significant figures of the classical tradition. The 8th grade curriculum leads students through their first comprehensive study of United States 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 mainly on those moments in history when moral decisions came into play. Juniors study U.S. 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, 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 mainly 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 an 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, Washington Latin asks all students to study Latin through at least the third level of the language. Beginning in 5th and 6th grade, students examine 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 vocabulary. Students also learn the significant characters and tales of Greek and Roman mythology, and the phrases the ancient tradition has bequeathed to our everyday 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. 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 navigate our increasingly connected world competently. 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 essential component of the curriculum at WLPCS. Students in grades 5 and 6 take drama classes aligned 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 art 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 complete 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.

## **Parent/Guardian Involvement**

Latin’s Parent Faculty Association (PFA) is very supportive of and engaged with the school. From the annual Parent-Faculty Social to a speakers’ series on parenting and education issues, the PFA’s programs connect strongly with the school. Grade 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 supporting teachers.

During the entire COVID-19 crisis, Washington Latin prioritized sustaining our relational culture with both students and families. While offering a mostly asynchronous learning model, we maintained social activities for students, such as advisory lunch and student assemblies. In addition, we added new mechanisms for parent outreach, ranging from online parent meetings that engaged up to 300 parents to mechanisms as simple as regular calls to every household during distance learning.

# School Performance and Progress

## Meeting Our Mission

Washington Latin's mission is focused on two primary concepts: offering a *high quality and rigorous classical education* and ensuring that this education is *accessible to any student* in DC. We have several initiatives to ensure that all students are able to access our program, in terms of participating fully in the school's academic and extra-curricular programs and having the opportunity to be successful.

The Latin model relies on several key elements to ensure our classical education is high-quality and rigorous:

- An experienced, stable faculty.
- Small classes and overall school size, with a low student-to-teacher ratio to ensure that all students are known, as scholars and people, and that they receive personalized attention.
- Classical approach to teaching, including regular training for teachers on the approach in general and on specific strategies to develop students' ability to understand, reason, and debate essential questions.
- A liberal arts curriculum with a diversity of courses offered, including a range of subjects (such as the Arts), as well as a focus on developing students' analytical, speaking, and writing skills.
- A broad array of honors and Advanced Placement courses offered to students in the Upper School, with guidance counseling provided to every student and family to ensure students are aware of both the opportunities provided and the requirements for enrollment.

Latin employs several strategies to ensure that students from across DC have **equal access** to join our community and be successful:

- Providing information on enrollment as broadly as possible, including in Spanish and in distant neighborhoods, as well as on our campus.
- Once students are enrolled, offering transportation to and from neighborhoods at a significant distance from the school, including Anacostia.
- Providing intensive academic support to students performing below grade level or otherwise showing signs that they are at risk of school failure (including academic performance, behavioral issues, attendance problems, or other indications of difficulty). This includes additional intensive classes in core subjects (math and ELA) and before- and after-school tutoring support.
- Offering a full complement of Special Education and Mental Health supports, including making it possible for students to self-refer for counseling for any reason. More than ¼ of the school's student body regularly sees mental health counselors.
- Ensuring access to all extra-curricular activities for all students, regardless of family income, providing needed funding for transportation, field trips, foreign language travel, and more to students who would otherwise not be able to afford these activities.

## School Year (SY) 2020-21 Annual Report: Campus Data Report

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: 381

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	95	94
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	97	95	0	0	0	0	0	0	0

\*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	<b>Total number of instructional days: 179</b> Number of instructional days, not including holidays or professional development days
PCSB	<b>Suspension Rate: 0.0%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.00%</b>
PCSB	<b>In-Seat Attendance: 97.1%*</b>
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: 0.3% (1 students)*</b>
PCSB	<b>Midyear Entries: 0.3% (1 students)*</b>
PCSB	<b>Promotion Rate (LEA): 99.5%</b>
PCSB (SY19-20)	<b>Graduation Rate: Not Applicable</b>
PCSB (SY19-20)	<b>College Acceptance Rate: Not Applicable</b>
PCSB (SY19-20)	<b>College Admission Test Score: Not Applicable</b>

## Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: %</b>
School	<b>Number of Teachers: 33</b> “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	<b>Teacher Salary:</b> Average: \$66,293.65 Range -- Minimum: \$48,000                      Maximum: \$94,469.66
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21.  Peter Anderson, Head of School - \$170,688 Diana Smith, Principal - \$126,682 Caroline Gifford, Director of Strategic Initiatives - \$125,280 Yinnie Tse, Director of Finance - \$120,790 Kate Cromwell, Director of Advocacy, Communications & Engagement – \$108,228  <i>NB: These are LEA leadership positions and thus over both schools</i>

### \*Notes

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

## School Year (SY) 2019-20 Annual Report: Campus Data Report Washington Latin Upper School

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: 353

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	91	104	81	77	0	0	0

\*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	<b>Total number of instructional days: 179</b> Number of instructional days, not including holidays or professional development days
PCSB	<b>Suspension Rate: 0.0%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.00%</b>
PCSB	<b>In-Seat Attendance: 95.0%*</b>
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: 0.3% (1 students)*</b>
PCSB	<b>Midyear Entries: 0.3% (1 students)*</b>
PCSB	<b>Promotion Rate (LEA): 99.5%</b>
PCSB (SY19-20)	<b>Graduation Rate: 80.7%</b>
PCSB (SY19-20)	<b>College Acceptance Rate: 98.6%</b>
PCSB (SY19-20)	<b>College Admission Test Score: 99.5%</b>



## Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 9.09%
School	<b>Number of Teachers: 33</b> “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	<b>Teacher Salary:</b> Average: \$66,294 Range -- Minimum: \$48,000                      Maximum: \$94,470
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21.  Peter Anderson, Head of School - \$170,688 Diana Smith, Principal - \$126,682 Caroline Gifford, Director of Strategic Initiatives - \$125,280 Yinnie Tse, Director of Finance - \$120,790 Kate Cromwell, Director of Advocacy, Communications & Engagement – \$108,228  <i>NB: These are LEA leadership positions and thus over both schools</i>

### \*Notes

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

## Other Accomplishments

### Distance Learning Model & Hybrid Option for Q4

During the 2019-20 school year, the COVID pandemic and school closure in March 2020 required us to “reinvent school.” Separated from our students virtually overnight, we quickly established a new approach that sought to engage students daily with mostly asynchronous classes for all grades. While this was considered successful overall, we also listened to teacher, student and parent feedback to adjust our model for 2020-21 and offer more synchronous learning.

We launched the 2020-21 school year with a new and improved model for distance learning that addressed a number of challenges surfaced during the spring. The plan was outlined to our community over the summer and fully explained in our [Continuous Education Plan for 2020-21](#). As outlined in this document, we created a block schedule for each division (Middle and Upper) that balanced time “live” (on Zoom) with asynchronous work time, with four days of synchronous learning and one day of asynchronous work in accordance with the District-wide practice.

We fully launched our 1:1 Technology program beginning in the fall of 2020, ensuring that students were equipped with a school-provided Chromebook for all classwork. Students who struggled with engaging and learning with these Zoom classes for any reason (a home environment not conducive to studying, inadequate WiFi, or learning issues that made independent work difficult, for example) were strongly encouraged to work on campus with aides, deans, and other faculty members supporting their academic success.

In addition, we worked to sustain our school culture and sense of community by continuing long-standing elements of our model, such as advisory lunches, assemblies, Dialogues Across Difference, and a wide range of student-led clubs on Zoom. These traditions were modified to work on-screen. Meanwhile, we added new traditions to build community. Most notable among these new practices are Wellness Wednesdays. On at least a quarterly basis, we took the asynchronous Wednesday and asked students to select from a range of faculty-led sessions that encouraged healthy body and sound mind. Students did not have other classwork that day but were required to participate in a session of their choosing. Offerings varied widely, from yoga on Zoom and hiking in Rock Creek to art activities and cooking class, as [this example](#) of last February’s Wellness Wednesday indicates.

Our model of all-remote teaching shifted in the fourth quarter with a Hybrid learning option for students in grades 5-9. As outlined in [this presentation](#), families were offered a choice of continuing with the existing all-distance learning model or have their children come to campus. Each grade was on campus two days but, with the exception of Wednesdays that continued to be asynchronous for all students, we had students in classes at the school building from April – June. This model included using our field for outdoor classrooms, leveraging other outdoor spaces for lunch and breaks, and ensuring we could follow all COVID guidance for distancing. All students

## Other Accomplishments

and faculty completed a symptom and temperature check before coming on campus and were tested weekly at school. We posted signage throughout the building reminding our community to following COVID safety protocols. While there were a very small number of positive tests or cases, we had zero spread during this period of on-campus learning.

### 15-Year Charter Renewal

In January 2021, the DC Public Charter School Board voted to renew our school's charter, authorizing us to continue serving students and their families for another fifteen years. While we met all the criteria for renewal, it is still an essential vote of confidence in our work and in fact necessary for us to continue as a school.

### Planning for Expansion

Washington Latin leaders and board members were focused on planning for the expansion of our LEA from one campus to two. We were approved for growth by the PCSB in July 2019, after applying for an enrollment ceiling increase in the spring. Our planning efforts intensified last year, even during the pandemic, with efforts focused on three key areas: securing philanthropic support for the second campus, refining our model to ensure both academic rigor and full access for any student with academic and social-emotional supports, and hiring additional faculty to begin 2021-22 at the current campus in order to understand our model and approach.

Related to these plans, Washington Latin also worked to advocate for the passage of the *Expanding Equitable Access to Great Schools Act of 2020*, which was passed by the DC Council in November 2020. Washington Latin leadership and community members (including parents and alumni) testified before the Council in support of this Act, which aims to ensure that DC's most vulnerable students have access to the District's best schools. Latin submitted its application to use the preference at the end of June 2021.

### Recognition of Washington Latin Faculty and Students

Washington Latin faculty members were invited to speak on panels, present at workshops and participate in exclusive convenings. The following are a few highlights of our community's accomplishments.

- College bound seniors were offered almost \$7M in merit scholarships, including a George Washington University Trachtenberg scholar and Posse Scholar.
- Washington Latin was again named by Niche as the best charter high school in DC.
- Two of our students qualified for the Citywide Spelling Bee. In addition, Certamen and debate have continued, again with impressive showings by our students.

- While the pandemic prevented us from hosting in-person performances, Latin students did perform virtually. In theatre, our fall play (*Twilight: Los Angeles, 1992*), the spring musical (*The Gospel at Colonus*) were both recorded and then shared online. We also used video to share musical performances by our choirs and jazz band, including when they were not able to be together in person.
- On June 14<sup>th</sup>, we hosted our second Graduation a Ceremony at Bengie’s Drive-in Theater. National Public Radio included our ceremony in a story for All Things Considered on 2021 graduation ceremonies.
- Latin teacher Dr. Bryan Whitchurch has been invited to serve on the program committee of the American Classical League. This committee plans their annual summer institute.
- Director of College Counseling Crys Latham has been asked to participate in a group of educators who will explore how/if the Fiske Guide might better address race. The Fiske Guide is regarded by many as the leading guide to more than 320 of the “best and most interesting” four-year colleges in the country.
- Ms. Latham was also appointed Chair of the Colleges that Change Lives Consortium board.
- A team from Washington Latin just completed six months of participation in an advanced School Design Fellowship with CityBridge Education (their focus has been planning projects to address issues of racial inequity)
- Washington Latin is a part of a yearlong Talent and Equity Consortium, sponsored by Promise54 which includes DC Bilingual, Elsie Whitlow Stokes, Ingenuity Prep, CityBridge Education, and the Flamboyant Foundation.
- In the fall, a group of administrators participated in an intensive clinic offered by Harvard’s Reimagining Integration in Diverse and Equitable Schools program. In October, members of the faculty participated in a series of webinars on Teaching Racial Justice sponsored by the Equity Literacy Institute
- One of our teachers is going to South Korea as a part of his participation in a Fulbright Teacher Exchange.
- In December, Head of School Peter Anderson presented to the Biden Administration Education Transition Team about policy concerns and hopes.
- Mr. Anderson was also one of a small group of leaders who met with Councilmember Christina Henderson on January 29<sup>th</sup> to discuss several topics, including a response to the Mayor’s call for charters to reopen, concerns about the plans for vaccinating school personnel, and summer remediation plans.
- Lawrence Staten, Chair of our History Department, was nominated as a candidate for National History Teacher of the Year.
- Jimmy Kelly was accepted to be a part of the next School Leader Lab cohort.
- 6<sup>th</sup> grade Math teacher Lisa Moore was accepted to complete a Masters in Mathematics Leadership at Mt. Holyoke.

## Development & Donors

Washington Latin raised over \$1,000,000 last year from its community of supporters for both our current campus and in support of our expansion. Our donors include many of our parents, who donated a total of more than \$230,000 during our annual campaign, Latin Pride. Gifts from our parents ranged from a few dollars to more substantial contributions in the thousands of dollars. This range reflects the socio-economic diversity of our families. Spring fundraising was impacted by the pandemic and closure, causing us to cancel several fundraising events that would normally support the Faculty Fund. The school did receive emergency funding from individual and institutional investors to support our response and shift to distance learning.

Over the years, we have worked to build strong relationships with our donors. We are incredibly grateful for our donors' ongoing support as they contribute to the high-quality education Latin can provide for all students. Below are Latin's Donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 from July 1, 2020, to June 30, 2021.

David Abramson and Kelly Hand	William Blier and Nancy Edson
Yemi and Ebony Akinsanya	Robbie and Sarah Boone
Sarah and Brian Alcorn	Steve and Donna Boyer
Ras Au-T and Willow Amam	Rachel Breitman and Zach Ratzman
Amazonsmile Organization	Elizabeth and Paul Brooks
Peter Anderson	Sarah and Eric Browne
Jerri Anglin and Richard Bebout	Kwame and Jasmine Browner
Lawrence Antoine and Laurie Ballenger	Diana Bruce
Binyamin Appelbaum and Kytja Weir	Sheldon Buckler
Sara Arranz-Ramiro and Francisco Astudillo Del Pozo	David and Kathrine Butler
Mario Arrington and Katherine Lavado-Arrington	Katharine Button
David Arthur and Denise Woods	Barry and Phyllis Caldwell
Keith Ashdown and Jill Cashen	Brian Campbell and Mary Ann Brazell
Alan and Meredith Atkinson	Doug and Sheila Campbell
Tony and Hilary Axam	Christopher Camponovo and Remedios Moya
Peter and Elizabeth Bakel	Alyssa Caroselli and Jason Park
Lance Baldwin and Erica Stewart	John and Lauren Cattaneo
John Ball and Tara Billingsley	Luba and Conrad Chaffee
Bank of America Charitable Foundation	Charter School Growth Fund
Anne Bates	Stephen Cheek and Sanaa Akkach
Josh and Gabrielle Batkin	Kimberly Churches
J. Hunter Battle	CityBridge Education
Ellen and Mike Beares	CityBridge Foundation
Nyall and Stephanie Beggs	John and Kelly Cochran
Lars Benson and Francesca Calisti	Michelle and Jared Cohen
Aarti and Ezequiel Berdichevsky	George Conway
Dion and Jennifer Black	Lynette and Ryan Craig
Ann Blackman and Michael Putzel	Matt and Adrienne Crozat
Julian and Renee Blair	Kate and Drew Cromwell
Shawn Bleimehl and Jana Price	Jerry Crute and Deborah Moss

Lucy Cummings and Matthew Kendall  
Martha and Steven Cutts  
Mark and Christine D'Alessandro  
Wuhan Dansby and Anita Mingo  
Nathan and Erin Darling  
Mark Davenport and Jennifer Vanmeter  
John and Olivia Davis  
Jaime Deason and Matt Johnson  
Teri Dees and Christopher Jennings  
Dell Technologies  
Darren and Rhea DeStefano  
Rebecca Deutsch and Benjamin Soskis  
Souleymane Diallo and Lisa Rucker  
Diana Davis Spencer Foundation Inc.  
Matt and Kathleen Doherty  
Ayana Douglas  
David Downes  
Matthew Dunne and Emily Martin  
Alexandra Economou and Rusty Klophaus  
Josh and Heather Edelman  
Susan Edson  
Education Forward DC (EdForward DC)  
Vicki Ellis and Daniele Catalani  
Eric and Jacqueline Emanuel  
Gina Eppolito and Francis Slakey  
Paul Erb  
Dawn Evans  
Gary and Bernadine Evans  
Exelon Foundation Matching Gift Program  
Kurt Fernstrom and Jennifer Abercrombie  
Fidelity Charitable  
James Fitzgerald  
Ben and Leila Fitzpatrick  
Chris and Martita Fleming  
Adair Fox and Shelley Whelpton  
Jon and Jeni Freed  
Mary Freed and William Lee  
Andrew and Mimi Freedman  
Edmund Freeman and Kira Tewalt  
Brandon and Emily Gallas  
Norman and Jessica Gardner  
Stephen Gibson and Courtney Smith  
Daniel Glucksman and Jennifer Kemp  
Jason Goldsmith and Hae Jung Moon  
Alyse Graham and Colin Stretch  
Emily and Judson Greif  
Russell and Elizabeth Greiff  
Peter Grimm and Kelly Jones  
James and Elizabeth Hagan  
Elizabeth Haile Hayes  
Clayton and Stuart Hall

Jane Hall  
Mary Hallam  
Sam Haller and Amy Lee  
Michael Harris and Jill Wasserman  
Joseph Heim and Hannah Schardt  
Anne Hingeley and Mark Meier  
Emily and Lucas Hitt  
Josphe and Katie Hodge  
Taryn Hristova and Peter Hristov  
Amy Hunter and Josh Greene  
Mike Ikenberry and Andrea Fuller  
Phillip and Elizabeth Wieser  
Michael and Giuliana Irving  
Fred and Elizabeth Jacob  
Elisabeth Jacobs and Samuel Walsh  
Hinda Jarik and Malcolm Ehrenpreis  
Pramesh and Sangeeta Jobanputra  
Ebony Joseph  
Sundeeep and Silvana Kalsi  
Glenn Kautt  
Keith and Kecia Kelley  
Scott and Anu Kelly  
Ted and Laura Kim  
Steven Kirk and Marilyn Nowalk  
Ben and Rebecca Kramer  
Markus Krisetya and Nicola Mousset-Jones  
Jeffrey and Michele Kuhn  
Anna Laitin and Todd Hettenbach  
Joseph and Molly Laville  
Christopher Le Mon & Rachel Taylor Leidos  
Alyson and Jeff Lewis  
Keith and Jennifer Lewis  
Tony Lin and Vanessa Howells  
Lindner Family Foundation, Inc.  
Thaddeus and Mary Jean Lindner  
Tashai and Ronald Little  
James Loots and Barbara Dougherty  
Molly and Casey Lothamer  
Kathy and Richard Loughlin  
Colleen and Don Lyster  
Emily Martin and Justin Brookman  
Emilio Martinez and Barrie Lynn Tapia  
Mariana Martinez and Iscar Blanco  
Donald Massey and Patricia Tunstall  
Anthony and Kristine Mazza  
Adrian McAloon and Susan Zentay  
Laura McBride  
Erin McCartney and Kimberly Miller  
Akosoa and Carl McFadgion  
Caitlin and Christopher McGurn  
Iain and Sarah McPhie



Kenneth and Alison Merritt  
Lisa and Josh Miller  
Thomas Mirabello and Mary Ann Svec  
Glenn and Beverley Mitchell  
Ken and Nicole Mogul  
Collin and K.C. Moller  
Michael Monti and Anne Baldwin  
Scot and Noel Montrey  
Chris and Lisa Moore  
Timothy and Ruth Morgan  
David Morris and Ulrike Reichert  
Steven and Marcela Movit  
Carol Mulholland  
Michael and Jill Murphy  
Andrew Murray and Natasha Hayward  
Elizabeth and Paul Murray  
Evan and Tina Nadler  
Jason and Emi Neubauer  
David and Linda Neumann  
Felix Nienstadt and Judy Berman  
Alex and Maryam Nock  
Norman R. Rales & Ruth Rales Foundation  
Grover and Samah Norquist  
Northrop Grumman Foundation  
Bradley and Jill Olander  
Mogy and Kamonya Omatete  
OneMain Financial, Inc.  
Tobey Oresman  
George Paci and Molly Pannell  
Mike and Grace Park  
Brandon and Emily Paterson  
Bear Paul  
Thomas and Whitney Paxson  
Peale Foundation  
David and Sarah Pearson  
David and Sophia Person  
Paul Pfeuffer and Robin Spence  
Melanie and Bill Pittard  
Andrew and Jody Pratt  
David Price and Michelle Ringuette  
Joseph and Hilary Raffetto  
Hunter and Elizabeth Rawlings  
Lothlorien Redmond and Adam Hellman  
Marc and Lauren Regardie  
William and Renay Regardie  
Kerry and Robert Richardson  
James Roberts and Paula Caira  
Amanda and Christopher Rodriguez  
Roberto and Angelica Rodriguez  
Brian Roemer and Mona Miller  
Nathaniel Brishen Rogers and Fernanda Nicola

David Roodman and Hoangmai Pham  
John Rossi  
Barbara and Charles Rossotti  
Jacques Sarfati and Oksana Zadorojnaya  
Anouk Savineau and Alex Tiersky  
Deborah and Ethan Saxon  
David Sayles  
Carl and Lisa Schifferle  
Charles Servaites and Heather Strand  
Seth and Megan Shapiro  
Darryl and Sonya Shepard  
James and Karen Shepherd  
Mark Sherman and Edith Shine  
Michael Shoag and Elisabeth Urfer  
Sven Shockey and Gayle Kirchmar  
Michael Showalter and Nadine Henderson  
Avi Sickel and Rosalind Romain  
Virginia and Scott Simpson  
John Smeltzer and Catherine Flanagan  
Cornelle and Santia Smith  
Peter Smith and Louisa Reynolds  
Ruben Smudde and Li-Jill Chia  
Colin Soloway and Emily Hodges  
Emilie and Jacob Sommer  
James Southworth and Karen Milbourne  
Steve and Crystal Souverain  
Bruce Spiva and Anna Gelpert  
Leanne and Kevin Starace  
Thomas Starnes and Barbara Davis  
Daniel Steinberg  
STEM for Her Foundation  
Jeffrey Stewart and Bettina Schewe  
Gerard and Virginia Stocker  
Donielle Stokes  
Henry Tam and Lan Tran  
Brian Tarleton and Melanie Egorin  
Nathaniel and LaVerne Tate  
Marcel Taylor and Rona Frederick  
The Charles and Marie Robertson Foundation  
John Tichy and Melissa Loughlin  
Joshua Tuerk  
Chidi and Chinenye Ukaegbu  
UnitedHealth Group  
Krisanne Vaillancourt Murphy and James Murphy, Jr  
Meaghan and Joshua VerGow  
Kelly Vielmo and John Montgomery  
Andrew Volmert and Stephanie Sterling  
Del and Chari Voss  
Erik Warga and Emmanuelle Dusart  
Shannon and Justin Warren  
Marsha Waters

Caroline Watkins  
Todd Watterson and Tamara Fucile  
Kevin Webb and Erica Turnipseed  
Michael and Satu Webb  
Stephen Wesson and Lara Campbell  
Kevin White and Kristin Anderson  
Amina and Robert Wilkins  
Chris Wilkinson  
Shay and Derek Wilkinson

Jennifer Witherspoon  
David Wolf and Amy Russell  
Nicole and George Wood  
Timothy Wood and Frances Perezchica  
Heather Wyatt and Brandon Nichols  
John and Sarah Yonker  
John Zentay



## Appendix A: Staff Roster 2020-21

### SENIOR LEADERSHIP

#### **Mr. Peter Anderson – Head of School**

M.A. (Sociology), London School of Economics  
M.Ed. (Education), New York University  
B.A. (Sociology), Haverford College

#### **Dr. Diana E. Smith – Principal, US English**

Ph.D. (English), University of Virginia  
B.A. (Classics), Princeton University, *summa cum laude*, *Phi Beta Kappa*

#### **Ms. Janelle Bradley – Assistant Director of Middle School**

M.A. (School Counseling), Johns Hopkins University  
B.A. (Psychology), Spellman College

#### **Ms. Kara Brady – Upper School Director, English**

B.A. (History), Stonehill College

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

M.B.A. (Management), University of California, Los Angeles  
B.A. (Spanish Language & Literature), Carleton College, *magna cum laude*

#### **Ms. Aryn Davis – Director of Student Support Services**

M.Ed. (Special Education), George Mason University  
B.A. (Political Science), Howard University

#### **Mr. Michael Davis – Data and Compliance Manager**

M.A. (Educational Administration), The Catholic University of America  
B.A. (Mathematics), Ohio Wesleyan University

#### **Mr. Bob Eleby-EI – Director of Athletics**

M.B.A. (Management), Southeastern University  
B.S. (Sports Management), Livingstone College

#### **Ms. Crystal Eleby-EI – Director of Admissions and Alumni Liaison**

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

#### **Ms. Martita Fleming – Director of Operations**

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

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

M.A. (Education Policy and Management), Harvard Graduate School of Education  
B.A. (Sociology), Vassar College

**Ms. Crys Latham – Director of College Counseling**  
B.A. (African American Studies), Mount Holyoke College

**Mr. Carl Lyon – Director of IT, Astronomy, Yoga**  
M.A. (French), Middlebury College  
B.A. (French), Virginia Tech

**Ms. Yinnie Tse – Director of Finance**  
B.A. (Philosophy and Economics), Wellesley College

### **DEPARTMENT CHAIRS**

**Mr. William Clausen – Latin, English, Classics Department Chair**  
M.A. (Classics), Oxford University, *First Class Honours*  
B.A. (Classics), Cornell University, *summa cum laude*

**Ms. Teresa Dobler – 6<sup>th</sup> Grade Science, MS Science Department Chair**  
B.S. (Childhood & Special Education), State University College/Geneseo, NY

**Ms. Neelam Minera – Math Specialist, MS Math Department Chair**  
B.A. (Elementary Education), University of Maryland

**Dr. Lacy Peale – 7<sup>th</sup> Grade English, MS English Department Chair**  
Ph.D. (Curriculum and Instruction), University of Virginia  
M.A.T. (English Education), M.Ed. (Literacy, Language, & Cultural Studies), Boston University  
B.A. (English and American Studies), Dickinson College

**Ms. Emily Raskin – Mathematics; Student Engagement and Leadership Department Chair**  
M.A.T. (Special Education), Trinity University  
B.A. (Women's Studies), Goucher College, *Phi Beta Kappa* and with honors

**Ms. Laurel Seid – English, US English Department Chair**  
M.A.L.S. (Children's Literature), Georgetown University  
B.B.A. (Accountancy), University of Notre Dame

**Mr. Lawrence Staten - 6<sup>th</sup> Grade Civics, History Department Chair**  
M.A. (Political Science) and B.A. (Political Science), Vanderbilt University

**Mr. John Stiff – Mathematics and History, US Mathematics Department Chair**  
M.A. (Teaching – Mathematics and Reading; Endorsement in Special Education),  
National Louis University  
B.A. (International Studies, Slavic Languages and Literatures), University of Chicago

**Ms. Christina Stouder – Chinese, Modern Languages Department Chair**  
M.A. (Second Language Studies and TESOL) and  
B.A. (East Asian Language and Cultures), Indiana University

**Mr. Rickey Torrence – Physics, US Science Department Chair**

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

**Ms. Melissa VerCammen – Music and Arts Department Chair**

B.S. (Biology), Denison University

**ACADEMIC AND SUPPORT STAFF**

**Ms. Jennifer Abercrombie –Library Assistant**

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

**Mr. Stillman Bruhier – Dedicated Aide**

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

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

**Mr. Jamille Callum – Assistant Director of Athletics**

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

**Mr. Christopher Coleman – MS Dean of Students**

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

**Mr. Albert Edmundson – MS Dean of Students**

**Mr. Brandon Edwards – US Dean of Students**

**Mr. Elias Figueroa – Director of Facilities Management**

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

**Ms. Ada Flores – Food Services Coordinator**

**Ms. Steffanie Flores – Receptionist**

**Ms. Hope M. Foster – Social Worker**

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

**Ms. Sereena Hamm – Librarian**

M.L.S., (School Library Media Certification), University of Maryland  
B.A. (Literature), American University

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

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

**Ms. Marilu Lopez – Food Services Manager**

**Ms. Camille Locke – Dedicated Aide**

Master of Professional Studies (MS Science), The George Washington University  
B.S. (Physical Education), University of the District of Columbia

**Mr. Simoné Mariotti – Physical Education Teacher**

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

**Mr. Mohamed Mewafy – School Security Officer**

**Ms. Carenda Nunn – School Registrar**

**Ms. Amy Oberson, LGPC – Counselor**

M.A. (Professional Counseling) and  
B.S. (Psychology), Liberty University

**Mr. Daniel O’Brien – College Counselor**

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

**Ms. Treshia Pettiford – US Dean of Students**

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

M.A. (Education), The George Washington University  
B.A. (Spanish and German), Rutgers University

**Ms. Fatima Sadiq – Dedicated Aide**

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

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

B.S. (Health Promotion), Barton College

**Mr. Jack Werstein, LPC – Counselor**

M.A. (Clinical Mental Health Counseling), Trinity Washington University  
B.A. (Psychosocial Communications), George Mason University

**Ms. Sandra Whitfield – Assistant Director of Student Support**

M.A. (Education and Human Development), The George Washington University  
B.A. (American Government), Georgetown University

**MIDDLE SCHOOL FACULTY**

**Mr. Sean Baldwin – 5<sup>th</sup> & 6<sup>th</sup> Grade Theater**

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

**Mr. Patrick Bane – 5<sup>th</sup> Grade English**

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

**Ms. Maya Barlev – 8<sup>th</sup> Grade Science**

B.S. (Astrophysics), Haverford College

**Mr. Peter Birkenhead – 7<sup>th</sup> & 8<sup>th</sup> Grade Theater**

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

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

**Ms. Rachel Breitman – 8<sup>th</sup> Grade English**

M.S. (Journalism), Columbia University

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

B.A. (English Literature), Swarthmore College

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

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

**Mr. Matthew Dean – 7<sup>th</sup> Grade Latin**

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

B.S. (Philosophy), Suffolk University

**Ms. Ebony Dorsey – 5<sup>th</sup> Grade Science**

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

**Ms. Johanna Figueroa – 5<sup>th</sup> Grade Math**

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

**Ms. Catherine Friedman – 8<sup>th</sup> Grade English**

B.A. (English), Dartmouth College

**Mr. Joseph Green – 7<sup>th</sup> Grade English**

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

**Ms. Cheryl Haywood – 8<sup>th</sup> Grade English**

J.D., Harvard University

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

**Ms. Patti Kolb – Mathematics**

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

B.A. (History), University of Cincinnati

**Ms. Brittany Lee-Bey – Reading Specialist**

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

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

**Ms. Angela Malchionno – MS/US Art**

BFA (Visual Art), University of Massachusetts Amherst

MFA (Visual Art), Southern Illinois University Edwardsville

**Ms. Lisa Moore – 6<sup>th</sup> Grade Math**

B.S. (Mathematics), Covenant College

**Ms. Adele Mujal – 5<sup>th</sup> Grade Geography**

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

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

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

**Ms. Adina Nelson – Special Education Teacher**

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

**Mr. Thomas O'Brien – Special Education Teacher**

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

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

**Mr. Yule Pieters – Special Education Teacher**

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

M.A. (Clinical Psychology), Roosevelt University

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

**Ms. Tamica Prue – Dedicated Aide and After School Assistant**

B.A. (Special Education), Ashford University

**Ms. Sarai Reed – 6<sup>th</sup> Grade English**

M.A. (English) and B.A. (English), The George Washington University

**Ms. Caroline Rose – 6<sup>th</sup> Grade Latin**

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

**Ms. Mercedes Sisk – 8<sup>th</sup> Grade Latin**

M.A. (Classical Archeology), Tufts University

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

**Mr. Joseph Starnes – 5<sup>th</sup> Grade Latin**

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

**Ms. Catherine Thompson – 7<sup>th</sup> Grade Math**

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

**Mr. Brian Whitchurch – 7<sup>th</sup> Grade Latin**

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

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

B.A. (History), Utah State University

**Mr. Reginald Wills – 7<sup>th</sup> Grade History**

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

## **UPPER SCHOOL FACULTY**

### **Ms. Elaina Barroso – History**

M.Ed. (Human Development and Psychology), Harvard University

B.A. (History/Education/Social Studies), Swarthmore College

### **Mr. Aaron Baum – History and English**

B.A. (Political Science), Duke University

### **Mr. Parag Bhuva – History, Intensive Writing**

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

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

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

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

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

### **Mr. Nathan Day – English**

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

B.A. (Religion), Williams College

### **Dr. Eduardo Canedo - History**

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

### **Mr. Luke Edwards-Stuart – Chemistry**

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

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

### **Ms. Elizabeth Foley – English and Math**

M.Ed. (Education), American University

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

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

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

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

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

### **Mr. Joseph Hamd – Arabic**

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

### **Ms. Joyce Hamd – English and History**

Bachelor of General Studies (Humanities), Nicholls State University

### **Mr. Brian Hotchkiss – English**

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

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

### **Mr. Carl Hultgren – English**

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

**Ms. Geneva Jost – Biology**

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

**Ms. Meghan Kovach – Math**

M.Ed. (Curriculum Development), Western Governors University  
B.S. (Secondary Education and Mathematics), University of Maryland

**Mr. Adam LaFleche – Latin**

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

**Ms. Karen Lambert – French**

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

**Mr. Lawrence Liu – Chinese/Government**

J.D., Columbia University  
B.A. (Public Policy), Brown University

**Mr. Corey Martin – Latin**

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

**Mr. Howard Moore – Latin and Greek teacher**

**Ms. Becca Oram – Special Education Teacher**

M.S. (Water Management and Hydrology), Johns Hopkins University  
B.S. (Biology and Business), Drew University

**Mr. Alexander Porcelli – Arabic**

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

**Mr. Christopher Richardson – Mathematics**

J.D., The George Washington University  
B.A. (Social Relations), Harvard College

**Mr. Julian Salazar – Geometry**

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

**Ms. Marie Martine Shannon – French**

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

**Ms. Elisa Shapiro – Physics**

M.S. (Aerospace Engineering), University of Maryland  
B.A., University of Rochester

**Mr. Tom Yonker – Latin**

M.A.T. (German), University of Virginia  
B.A. (German), Truman State University



## Appendix B: Board Roster

**Mr. Christopher B. Wilkinson, President**

Partner, Employment Law Group  
Orrick, Herrington & Sutcliffe LLP  
[chrisbwilkinson@gmail.com](mailto:chrisbwilkinson@gmail.com)

**Ms. Ragini Dalal, Vice-President**

Senior Strategy and Operations Officer  
World Bank  
[rdalal@worldbank.org](mailto:rdalal@worldbank.org)

**Mr. Timothy Morgan, Treasurer**

Retired Partner  
PricewaterhouseCoopers  
[timmorgan1155@gmail.com](mailto:timmorgan1155@gmail.com)

**Ms. Caitlin McGurn, Secretary**

Partner, Guidehouse  
[cmcgurn@guidehousefederal.com](mailto:cmcgurn@guidehousefederal.com)

**Ms. Laurie Ballenger**

General Counsel  
The Donohoe Companies, Inc.  
[lgballenger@verizon.net](mailto:lgballenger@verizon.net)

**Mr. Barry Caldwell**

*Principal, Wroxton Civic Ventures*  
[bhcaldwell82@gmail.com](mailto:bhcaldwell82@gmail.com)

**Ms. Alysse Graham**

Non-Profit Strategic and Operational  
Consultant  
[alysegraham@gmail.com](mailto:alysegraham@gmail.com)

**Mr. Patrick Mara**

Political Strategist/Consultant  
[pat.mara@gmail.com](mailto:pat.mara@gmail.com)

**Mr. Nicholas McCoy**

Investment Management Associate  
Akin Gump Strauss Hauer & Feld LLP  
[nicholasamccoy@gmail.com](mailto:nicholasamccoy@gmail.com)

**Mr. Carl McFadgion**

Partner, Affinity Group, LLC

**Mr. Brendan Williams-Kief**

Vice-President, Georgetown Public Affairs  
[bwk@georgetownpa.com](mailto:bwk@georgetownpa.com)

**Mr. Kenneth Merritt**

Partner, DayBlink Consulting  
[kenneth.merritt@dayblink.com](mailto:kenneth.merritt@dayblink.com)

**Ms. Kimberly Osagie**

Partner, Promise54  
[kimberly.e.osagie@gmail.com](mailto:kimberly.e.osagie@gmail.com)

**Dr. Hunter R. Rawlings**

President Emeritus  
Cornell University  
[hrr6@cornell.edu](mailto:hrr6@cornell.edu)

**Ms. Lisa Gail Rucker**

Operations Manager  
The Alexander and Margaret Stewart Trust  
[lisagailrucker@hotmail.com](mailto:lisagailrucker@hotmail.com)

## Appendix C: Financials

### At-Risk Funding

Latin used at-risk funding toward our 2021 Summer School session that served 180 students for six weeks during the summer.

### Approved 21-22 Budget

<b>Washington Latin PCS Budget</b>	<b>21-22</b>
State and Local Revenue	\$14,177,253
Private Contributions	\$1,893,800
<b>Total Revenue</b>	<b>\$17,608,693</b>
Staff-Related Expenses	\$12,792,764
<b>Total Expenses</b>	<b>\$17,340,650</b>
<b>Net Income</b>	<b>\$268,042</b>
DSCR	2.22
Change in Cash	\$581,501

## Unaudited Year-end 2020-21 Financial Statement

### Income Statement

Washington Latin PCS

FY21 Financials

	Annual
Statement	30-Jun-21
Revenue	
State and Local Revenue	14,152,786
Federal Revenue	440,723
Private Grants and Donations	2,373,855
Earned Fees	686,561
Donated Revenue	29,582
<b>Total Revenue</b>	<b>17,683,506</b>
Expenses	
Salaries	8,839,248
Benefits and Taxes	1,911,073
Staff-Related Costs	103,278
Rent	0
Occupancy Service	483,044
Direct Student Expense	662,803
Office & Business Expense	827,238
Donated Expense	29,582
Contingency	0
<b>Total Expenses</b>	<b>12,856,267</b>
Operating Income	4,827,240
Extraordinary Expenses	
Interest	301,629
Depreciation and Amortization	1,041,290
<b>Total Extraordinary Expenses</b>	<b>1,342,919</b>
<b>Net Income</b>	<b>3,484,321</b>