

CHARTER SCHOOL AGREEMENT

DATED AS OF 19th DAY OF June, 2006

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

THE WASHINGTON LATIN SCHOOL

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EXHIBITS

- EXHIBIT A -- Application
- EXHIBIT B -- Random Selection Process
- EXHIBIT C -- Expulsion/Suspension Policies
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- EXHIBIT E -- Key Personnel
- EXHIBIT F -- Articles of Incorporation
- EXHIBIT G -- Bylaws

CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is dated as of _____, 2006 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and THE WASHINGTON LATIN PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the

School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 3855 Massachusetts Avenue, Washington, D.C. 20016 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the board of trustees of the School Corporation (the "**Board of Trustees**") or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades 5 through 7. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades 5 through 12. The School shall not instruct students of any other grade without prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in Fifth through Twelfth grades, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred and seventy-six (176) pupils in its first academic year and no more than seven hundred and eighty-four (784) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2010 and April 1, 2015, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School

Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in its accountability plan, and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its accountability plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. A. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the accountability plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may

require (the "**Accountability Plan**"). In developing or modifying the Accountability Plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit the Accountability Plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of the Accountability Plan, such Accountability Plan shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a **“Material Contract.”** Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a **“School Management Contract”**) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers’ compensation insurance as required by applicable Law. **“Law”** shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2006 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or

exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the Board of Trustees of the School Corporation or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "Affiliate" shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: no later than November 1 of each year, beginning November 1, 2006, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2006, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2006 on October 15, 2006;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2006, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2006 to June 30, 2008 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2006 a revised operating budget for the period from July 1, 2006 to June 30, 2008; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: on dates identified by the Board in writing, attendance data using the attendance management reporting software required by the Board;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. Authorizations: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2007, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. Board of Trustees Meeting Minutes: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. Other Information: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. A. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. The School Manager, nor any employee of the entity with whom the School Corporation has entered into a School Management Contract, is eligible for election or selection to the Board of Trustees of the School Corporation.

C. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. A. This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 38-1802.13 of the Act; or

- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or
- (iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2006; or
- (v) by the Board, if the School fails to begin instructing students by December 31, 2006.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

- (i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or
- (ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

- (i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;
- (ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and
- (iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms

of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by Law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This Agreement may not be amended or modified other than by a written agreement executed by the Board and the School

Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, D.C. 20010
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

The Washington Latin School
3855 Massachusetts Avenue
Washington, D.C. 20016
Telephone: (202) 223-1111
Telecopier: (202) 223-6311

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and

remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

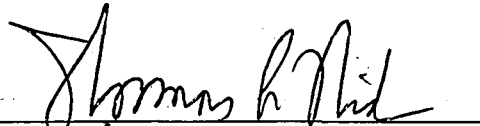
THE WASHINGTON LATIN SCHOOL



By:

Title: HEAD MASTER

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**



By:

Thomas A. NIDA

Title:

BOARD CHAIR

SCHEDULES

SCHEDULE I – Maximum Enrollment

SCHEDULE I

Maximum Enrollment

Grade	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	Academic Year 6
5 th	58	56	98	98	98	98
6 th	59	56	98	98	98	98
7 th	59	56	98	98	98	98
8 th	0	56	98	98	98	98
9 th	0	0	98	98	98	98
10 th	0	0	0	98	98	98
11 th	0	0	0	0	98	98
12 th	0	0	0	0	0	98
Total	176	224	490	588	686	784

CHARTER SCHOOL AGREEMENT

DATED AS OF _____ DAY OF _____, 2006

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

THE WASHINGTON LATIN SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is dated as of _____, 2006 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and THE WASHINGTON LATIN PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the

School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 3855 Massachusetts Avenue, Washington, D.C. 20016 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades 5 through 7. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades 5 through 12. The School shall not instruct students of any other grade without prior written consent of the Board.

2.3 Enrollment. A. Enrollment in the School shall be open to any pupil in Fifth through Twelfth grades, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred and seventy-six (176) pupils in its first academic year and no more than seven hundred and eighty-four (784) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2010 and April 1, 2015, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School

Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. A. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may

require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. A. The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a **"Material Contract."** Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. A. Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a **"School Management Contract"**) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. A. The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers' compensation insurance as required by applicable Law. **"Law"** shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2006 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the "**Board of Trustees**") or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "**Affiliate**"

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: no later than November 1 of each year, beginning November 1, 2006, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2006, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2006 on October 15, 2006;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2006, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2006 to June 30, 2008 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2006 a revised operating budget for the period from July 1, 2006 to June 30, 2008; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: on dates identified by the Board in writing, attendance data using the attendance management reporting software required by the Board;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. Authorizations: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2007, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. Board of Trustees Meeting Minutes: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. Other Information: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. A. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. A. This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 38-1802.13 of the Act; or
- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety,

health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2006; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2006.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or

otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management

of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, D.C. 20010
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

The Washington Latin School
3855 Massachusetts Ave.
Washington, D.C. 20016
Telephone: (202) 223-1111
Telecopier: (202) 223-6311

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

THE WASHINGTON LATIN SCHOOL

By:
Title:

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**

By:
Title:

SCHEDULES

SCHEDULE I – Maximum Enrollment

SCHEDULE I — Washington Latin

Maximum Enrollment

Grade	Academic Year 1 '06-'07	Academic Year 2 '07-'08	Academic Year 3 '08-'09	Academic Year 4 '09-'10	Academic Year 5 '10-'11	Academic Year 6 '11-'12
5 th	58	56	98	98	98	98
6 th	59	56	98	98	98	98
7 th	59	56	98	98	98	98
8 th	0	56	98	98	98	98
9 th	0	0	98	98	98	98
10 th	0	0	0	98	98	98
11 th	0	0	0	0	98	98
12 th	0	0	0	0	0	98
Total	176	224	490	588	686	784

District of Columbia Public Charter School Board

Demographic Analysis Form 2005 Application Review Process

Name of Proposed School: The Washington Latin School

Proposed Location: NW

(Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2006-2007 From age/grade 7/5 to age/grade 13/7 Number of students 176
b. At Full Capacity From age/grade 7/5 to age/grade 13/12 Number of students 300

1. Please provide the following information for schools that serve the same age/grades as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Enrollment	Type*	% Low Income	SAT-9 Performance SY 2003-2004
<u>Eaton Elementary</u>	<u>PK-6</u>	<u>DCPS</u>	<u>12%</u>	<u>See Attached</u>
<u>Oyster Elementary</u>	<u>PK-6</u>	<u>DCPS</u>	<u>37%</u>	<u>See Attached</u>
<u>Adams Elementary</u>	<u>PK-6</u>	<u>DCPS</u>	<u>66%</u>	<u>See Attached</u>
<u>Hardy Middle School</u>	<u>5-8</u>	<u>DCPS</u>	<u>18%</u>	<u>See Attached</u>

NOTES:

*Type = DCPS, public charter school, private, parochial, independent, other.

2. Please check the ONE statement that best describes your recruitment strategy:

☐ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

☐ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods: _____

☐ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) _____

☒ I will conduct a citywide recruitment effort for my school.

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
DEMOGRAPHIC ANALYSIS FORM ATTACHMENT:
2005 APPLICATION REVIEW PROCESS**

Division: **2** School: **EATON ES** Year: **Spring 2004**

SUMMARY OF READING EATON ES, Division 2, Spring 2004										
Grade	Tested	Scale Score Avg	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
03	48	651.98	95.83	4.17	39.58	33.33	22.92	4.17	65.56	77
04	69	660.30	88.41	11.59	23.19	37.68	27.54	11.59	60.55	69
05	55	689.38	96.36	3.64	23.64	43.64	29.09	3.64	68.39	81
06	62	692.03	96.77	3.23	12.90	58.06	25.81	3.23	65.87	77
Totals:	234	673.84	94.02	5.98	23.93	43.59	26.50	5.98	64.83	76

Division: **2** School: **EATON ES** Year: **Spring 2004**

SUMMARY OF MATH EATON ES, Division 2, Spring 2004										
Grade	Tested	Scale Score Avg	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
03	49	660.33	100.00	0.00	51.02	36.73	12.24	0.00	79.18	92
04	70	642.09	85.71	14.29	17.14	35.71	32.86	14.29	59.01	66
05	57	681.61	91.23	8.77	29.82	29.82	31.58	8.77	69.12	82
06	63	698.60	90.48	9.52	20.63	46.03	23.81	9.52	70.29	83
Totals:	239	670.15	91.21	8.79	28.03	37.23	25.94	8.79	68.53	81

Division: **1** School: **OYSTER ES** Year: **Spring 2004**

SUMMARY OF READING OYSTER ES, Division 1, Spring 2004										
Grade	Tested	Scale Score Avg	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
03	46	654.63	95.65	4.35	39.13	32.61	23.91	4.35	66.81	79
04	47	663.00	91.49	8.51	29.79	31.91	29.79	8.51	62.20	72
05	49	678.37	97.96	2.04	16.33	44.90	36.73	2.04	63.20	73
06	36	680.81	100.00	0.00	8.33	36.11	55.56	0.00	59.69	68
Totals:	178	668.67	96.07	3.93	24.16	36.52	35.39	3.93	63.16	73

Division: 1 School: OYSTER ES Year: Spring 2004

SUMMARY OF MATH - OYSTER ES, Division 1, Spring 2004										
Grade	Tested	Scale Score Avg.	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
03	46	656.87	100.00	0.00	39.13	50.00	10.87	0.00	78.53	91
04	47	658.26	93.62	6.38	27.66	40.43	25.53	6.38	67.02	79
05	49	682.27	97.96	2.04	30.61	26.53	40.82	2.04	69.75	83
06	36	702.50	97.22	2.78	19.44	50.00	27.78	2.78	71.52	85
Totals:	178	673.46	97.19	2.81	29.77	41.01	26.41	2.81	71.66	85

Division: 1 School: ADAMS ES Year: Spring 2004

SUMMARY OF READING - ADAMS ES, Division 1, Spring 2004										
Grade	Tested	Scale Score Avg.	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
03	32	617.28	78.12	21.88	15.63	21.88	40.63	21.88	50.23	50
04	28	626.25	75.00	25.00	3.57	17.86	53.57	25.00	43.73	38
05	28	630.86	75.00	25.00	0.00	10.71	64.29	25.00	37.76	28
06	46	652.96	69.57	30.43	0.00	23.91	45.65	30.43	44.57	40
Totals:	134	634.24	73.88	26.12	4.48	19.40	50.00	26.12	44.32	39

Division: 1 School: ADAMS ES Year: Spring 2004

SUMMARY OF MATH - ADAMS ES, Division 1, Spring 2004										
Grade	Tested	Scale Score Avg.	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
03	36	610.69	77.78	22.22	11.11	33.33	33.33	22.22	55.26	60
04	29	613.17	58.62	41.38	3.45	17.24	37.93	41.38	43.11	37
05	33	632.27	45.45	54.55	0.00	18.18	27.27	54.55	41.91	35
06	48	649.38	39.58	60.42	2.08	8.33	29.17	60.42	45.66	42
Totals:	146	628.78	54.11	45.89	4.11	18.49	31.51	45.89	46.67	44

Division: **Middle/JHS** School: **HARDY MS** Year: **Spring 2004**

SUMMARY OF READING - HARDY MS, Division Middle/JHS, Spring 2004										
Grade	Tested	Scale Score Avg.	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
07	143	702.63	90.91	9.09	18.18	41.96	30.77	9.09	61.88	71
08	127	705.30	90.55	9.45	11.02	43.31	36.22	9.45	57.59	64
Totals:	270	703.89	90.74	9.26	14.81	42.60	33.33	9.26	59.86	68

Division: **Middle/JHS** School: **HARDY MS** Year: **Spring 2004**

SUMMARY OF MATH - HARDY MS, Division Middle/JHS, Spring 2004										
Grade	Tested	Scale Score Avg.	Meet/Exc. Std. (%)	Below Std. (%)	Performance Level (%)				NCE Average	Percentile Rank
					Advanced	Proficient	Basic	Below Basic		
06	119	689.21	73.95	26.05	23.53	24.37	26.05	26.05	65.18	76
07	143	698.09	74.13	25.87	13.99	23.78	36.36	25.87	62.75	73
08	127	714.76	82.68	17.32	9.45	46.46	26.77	17.32	66.69	79
Totals:	389	700.82	76.87	23.13	15.43	31.37	30.08	23.13	64.78	76

EXHIBIT A – APPLICATION



The Washington Latin School

8 September 2005

District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear Members of the Board,

In response to your careful review of our application for a Charter, The Washington Latin Design Team has thoroughly addressed each question raised and amended its submittal to satisfy each condition set.

During this period of revision, we have continued to make steady progress toward opening the School in the fall of '06. Women and men who live in the District of Columbia, and who bring many years of extraordinary service public education, have stepped forward to become members of the Corporation. The School's Parents' Association is being organized and engaged.

The School's Site Committee is working with the President of the District of Columbia Public Library Board and with the Library's Director on a multi-year deal that will put the School in the Martin Luther King, Jr. Public Library. This location will help to make us easily accessible to families from all eight wards, and to the several educational and cultural institution with whom we are developing joint programs. It will also mean that we open our doors with a 250,000 volume in-house library.

On behalf of the Corporation and the Design Team, I want to thank the DCPCSB for its continued guidance. I am

T. Robinson Ahlstrom
Head Master

OUTCOMES OF THE REVIEW OF TECHNICAL QUALITY

Applicant Name: Washington Latin (05-011)

Summary of Reviewer Comments

Strengths:

Educational Plan

- School's mission is one of high expectation and rigorous academic pursuit.
- The application has significant philosophical underpinning appropriate and inspirational to adolescent learners.
- Upon completion of Prep I, all students will have an Individual Educational Plan (IEP).
- The student content and performance standards exceed the NAEP norms. Reading materials have been defined, Math content identified, and Latin books listed within the academic design.
- Along with a comprehensive eight year program in English grammar and literature, all students will have six years of Latin and four years of either French or Chinese.
- The plans for a curriculum with learning objectives and content are sound in depth, breadth and variety.
- The curriculum is coherent and sequential as stated which offers a rich variety (wellness and sports) of programs.
- The strong classical studies curriculum with a Visual and Performing Arts inclusion make the academic design exceptional.
- The school proposes to offer tutoring, summer remediation and Saturday School for students who are significantly below grade level.
- There are a variety of assessments and rubrics to measure student outcomes and the proposed partnership with American University will assist staff in interpreting those performance data.

Business Plan

- The founding group has a variety of organizational, legal, financial, and pedagogical skills to operate a well-functioning school. The future Headmaster, Board Chair and Business Manager in particular, appear to have the professional skills needed to run an excellent school.
- The proposed 15 voting member Board of Trustees' roles and responsibilities are clearly defined. In addition, there are clear standing committees to ensure that Board work is focused and well-managed.
- The Board is confident that it will attract the necessary resources to acquire a facility. To this end, the plan for the school has already been endorsed through monetary donations and grants of \$94,000.
- The community links are very strong among Ward 3 representatives.
- The school has developed excellent community contacts to support its academic focus.

Plan of Operation

- There is a wide array of sports, clubs, music, art and the National Junior Classical League to be offered as extra-curricular activities.
- Basis for promotion and graduation requirements are clearly stated.
- Washington Latin will use the 14 Virtues as its Core Values foundation.
- Weekly professional development training and activities are being designed by American University. Training and professional development will be tied to student performance and a full-time PD Coordinator will be on staff in year 3.

Accountability Plan

- The Accountability Plan is thorough and thoughtful with annual and five year targets.

Weaknesses:

Educational Plan

- The "application" process and academic structure may well exclude students who are not entering at grade level.
- The projected timeline is not clear for assessment of lower school (Prep I) students.
- There is not a clear plan for students who do not achieve at the benchmark milestone level within the instructional day.
- The "Servant Leader" concept, as articulated in the interview, suggests that the leadership may be insensitive or unaware of the past servant/master connotation. More importantly, the Christian religious inflections were emphasized in a tone that concerned the panel. In addition, the "Servant Leader" concept raises some issues about Jesus, in His religious role and the school's enthusiasm about teaching doctrine rather than knowledge.
- The focus of this proposal appears to exclude immigrant children and students with special needs. There is little evidence of support for either Limited English Proficient (LEP) or learning-disabled students (Level 3) to succeed should they need support beyond grade 6. The school anticipates enrollment of less than 8% of student identified with special needs, yet, additional support for those students in grade 5 & 6 is limited.

Business Plan

- The school's proposed facility is not suitable to support the elements of its sports program. In addition, the school has not identified other site options for the program.
- While the founding Headmaster and the Dean of Upper School have experience, they lack public school experience, which may adversely impact administrative tasks.

- The proposed administrative structure is very traditional and may not allow due process for parents and students. There is no written statement for parent input and no mechanism to process dissident views.
- There is no local Board responsible for making policy decisions.
- Although there are productive community links in Ward 3, the founding group has not broadly targeted city-wide links to support the program.
- There are no allocations for Level 3-4 special education students or ELL students in the budget for the first 2 years of operation.

Plan of Operation

- The school's suspension and expulsion policies are ambiguous.
- There is great concern regarding the following statement on page 46 of the proposal: "Parents who are not inclined to be so involved in the education of their child will be encouraged to consider other educational options. Parents who join the school community, but who abide by neither the spirit nor letter of this covenant, will be contacted by the Student Performance Coordinator. Together, they will seek to craft a compliance solution. When no solution can be found, the School will assist families in finding other suitable educational options." The panel finds the statement to be both insensitive and potentially illegal and may suggest an effort to establish a private school culture within a public school framework.
- It is unclear how in-house professional development will support teachers, administrators and other staff as a full-time Professional Development Coordinator will not be hired until year 3.
- There is concern regarding the following statement on page 50 of the proposal: "...no teacher-however well qualified in the bureaucratic sense-is hired without demonstrating a genuine love for the student and deep devotion to ideals of Truth, Beauty and Goodness that are not culturally conditioned." The panel believed that this statement reflects cultural definitions and such assumptions of a totally common culture are worrisome. These assumptions appear to be narrow, exclusive judgments rather than high professional standards for teachers. Pg. 50
- There is a concern that the proposed Student Performance Coordinator will be responsible for too many additional tasks (Special Education, Intern Coordinator, and Parent Involvement Coordinator). Pg. 5 of interview response

Conditions for Approval:

Washington Latin must prepare and submit the following materials, which must meet the standards of quality in the Second Stage Review --

1. Clarify that the admission policy, particularly after grade 6, meets legal requisites for open enrollment.
2. Create a viable plan to recruit in all Wards and identify strategies to be used to successfully enroll a diverse student body.
3. As its own LEA, Washington Latin must develop an inclusive program for any enrolled special needs student. Appropriate allocations must be included in the budget for contracted-out related services.

4. Washington Latin must develop plans to accommodate the needs of English Language Learners (ELL). Appropriate allocations must be included in the budget to ensure adequate accommodations for such students.
5. Clarify how assessments will be used to adjust instruction and improve student learning.¹
6. Create appropriate "Due Process" procedures for parent/student appeals of disciplinary decisions.
7. Clearly state suspension and expulsion policies and procedures.
8. Appoint a functioning local Board to reflect a majority of its representatives living in Washington, D.C.
9. A revised Accountability Plan whose contents and schedule for completion are negotiated with the DC Public Charter School Board. Detailed feedback on each applicant's Accountability Plan will be provided as part of this process.

In addition, the applicant must respond to all weaknesses not addressed in the above issues. Further, Washington Latin must secure its facility and acquire nonprofit status as conditions for charter approval.

¹ A brief outline of how assessments will be used to adjust instruction and improve student performance is located on page 41 in the application.

**WASHINGTON LATIN
TABLE OF CONTENTS
MODIFICATIONS TO ORIGINAL CHARTER APPLICATION**

EDUCATIONAL PLAN	COMMENTS	PAGE(S)
The "application" process and academic structure may well exclude students who are not entering at grade level.	A baseline assessment of the student will be made only after admission is finalized	89-90
The projected timeline is not clear for assessment of lower school (Prep I) students.	Added Rubric for Benchmarking & Assessment	42
There is not a clear plan for students who do not achieve at the benchmark milestone level within the instructional day.	Added "Plan for Students Who Do Not Achieve At the Benchmark Level"	49, 50
The "Servant Leader" concept, as articulated in the interview, suggests that the leadership may be insensitive or unaware of the past servant/master connotation. More importantly, the Christian religious inflections were emphasized in a tone that concerned the panel. In addition, the "Servant Leader" concept raises some issues about Jesus, in His religious role and the school's enthusiasm about teaching doctrine rather than knowledge.	Changed to "Citizen Leader"	2, 9, 10, 11, 32, 44, 78, 106
The focus of this proposal appears to exclude immigrant children and students with special needs. There is little evidence of support for either Limited English Proficient (LEP) or learning-disabled students (Level 3) to succeed should they need support beyond grade 6. The school anticipates enrollment of less than 8% of student identified with special needs, yet, additional support for those students in grade 5 & 6 is limited.	For LEP, Consulted with Ms. Ariana Quinones of the DC Public Charter School Association and with Tabitha Meadors, program director of DC ParentSmart	47-50
	For Learning Disabled Students, consulted with Educational Support Systems Incorporated's Executive Director Nancy Opalack in the development and delivery of all special education programs.	38-40
BUSINESS PLAN		
The school's proposed facility is not suitable to support the elements of its sports program. In addition, the school has not identified other site options for the program.	Spoke with sports vendor as well as an independent school regarding site options for sports programs.	109-110
While the founding Headmaster and the Dean of Upper School	Added Mr. Ahlstrom's experience with New York Public	64, 66-67

have experience, they lack public school experience, which may adversely impact administrative tasks.	Schools. Mr. Dawson who was added to the board also has five years of public school teaching experience. Ms. Fowler who was added to the Board spent 25 years in the traditional public schools and charter schools teaching educationally challenged children in grades K-12.	
The proposed administrative structure is very traditional and may not allow due process for parents and students. There is no written statement for parent input and no mechanism to process dissident views.	Described expulsion, mediation and appeals process. Minor and major infractions will be detailed in the Discipline Code of the Washington Latin School. These policies will not be finalized without the involvement of stakeholders including parents, administrators and Governors.	91-95
There is no local Board responsible for making policy decisions.	15 member Board of Governors now has a majority of local members.	72, 73
Although there are productive community links in Ward 3, the founding group has not broadly targeted city-wide links to support the program.	Hired a public relations firm and will hire a Director of External Affairs	51, 52, 85, 86, 88
There are no allocations for Level 3-4 special education students or ELL students in the budget for the first 2 years of operation.	ELL Teacher included in budget	
PLAN OF OPERATION		
The school's suspension and expulsion policies are ambiguous.	Policies revised and elaborated	92-96
There is great concern regarding the following statement on page 46 of the proposal: "parents who are not inclined to be so involved in the education of their child will be encouraged to consider other educational options. Parents who join the school community, but who abide by neither the spirit nor letter of this covenant, will be contacted by the Student Performance Coordinator. Together they will seek to craft a compliance solution. When no solution can be found, the School will assist families in finding other suitable educational options." The panel finds the statement to be both insensitive and potentially illegal and may suggest an effort to establish a private school culture within a public school framework.	Statement removed. Also clarified that the parents' resolve and covenant is not a legal binding document.	50, 90
It is unclear how in-house professional development will support	Added to duties of Upper and Lower School Deans in Years 1	59, 78

teachers, administrators and other staff as a full-time Professional Development Coordinator will not be hired until year 3.	and 2.	
There is concern regarding the following statement on page 50 of the proposal: "...no teacher-however well qualified in the bureaucratic sense-is hired without demonstrating a genuine love for the student and deep devotion to ideals of Truth, Beauty and Goodness that are not culturally conditioned." The panel believed that this statement reflects cultural definitions and such assumptions of a totally common culture are worrisome. These assumptions appear to be narrow, exclusive judgments rather than high professional standards for teachers. Pg. 50	Revised to explain that teaching is an art form that is derived out of the richness of each person's cultural contexts.	54
There is a concern that the proposed Student Performance Coordinator will be responsible for too many additional tasks (Special Education, Intern Coordinator and Parent Involvement Coordinator). Pg. 5 of interview response.	Added an ESL Instructor and a Parent Coordinator in Year 1.	48, 76
CONDITIONS FOR APPROVAL:		
Washington Latin must prepare and submit the following materials, which must meet the standards of quality in the Second Stage Review		
1. Clarify that the admission policy, particularly after grade 6, meets legal requisites for open enrollment.	Open enrollment is available to all resident students. No student testing will be performed until after the admissions process is finalized.	89-90
2. Create a viable plan to recruit in all Wards and identify strategies to be used to successfully enroll a diverse student body.	Hired a public relations firm and will hire a Director of External Affairs	86. 87
3. As its own LEA, Washington Latin must develop an inclusive program for any enrolled special needs student. <u>Appropriate allocations must be included in the budget for contracted-out related services.</u>	Identification, Administration and Allocation of Resources, intervention programs and student support opportunities for special needs students quantified. Budget revised for contracted out services	38-40
4. Washington Latin must develop plans to accommodate the needs of English Language Learners (ELL). Appropriate allocations must be included in the budget to ensure adequate accommodations for such students.	Revisions made based on consultations with Ms. Ariana Quinones of the DC Public Charter School Association and with Tabitha Meadors, program director of DC ParentSmart and Jorge P. Osterling, President of the Capital Area National	47-50

	Association of Bi-Lingual Education Budget Revised, ESL Teacher hired.	
5. Clarify how assessments will be used to adjust instruction and improve student learning.	Developed Plan for students who do not achieve at the benchmark level. Added Rubric for Lower School Benchmarking & Assessment	49-50 42-43
6. Create appropriate "Due Process" procedures for parent/student appeals of disciplinary decisions.	Described expulsion, mediation and clearly delineated process for appeals.	92-96
7. Clearly state suspension and expulsion policies and procedures.	Defined policy of censure, suspension and expulsion.	92-96
8. Appoint a functioning local Board to reflect a majority of its representatives living in Washington D.C.	Mr. Tom Dawson and Ms. Harietta Fowler added to board. Six of the nine members are residents of the District.	74-75
9. A revised Accountability Plan whose contents and schedule for completion are negotiated with the DC Public Charter School Board. Detailed feedback on each applicant's Accountability Plan will be provided as part of this process.	Revision made based on consultation with Ms. Jacqueline Scott-English and Shiela Byrd.	113-121
Washington Latin must secure its facility and acquire nonprofit status as conditions for charter approval.	Currently being finalized. Nonprofit status number due to arrive in September. Meeting with MLK library and appointment of Site Committee being lead by Mr. Mark Rivers.	109, 110

Applicant Information Sheet

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School THE WASHINGTON LATIN SCHOOLName of Entity Applying for Charter Status THE CORPORATION OF THE WASHINGTON LATIN SCHOOLContact Person T.R. AHLSTROMAddress P.O. BOX 33573 WASHINGTON, DC 20033Daytime Telephone 703-288-0500E-mail TR@washingtonlatin.orgFax 703-288-0900Name of Person Authorized to Negotiate GLENN G. KAUF

(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature [Signature]Proposed Start Date 9/5/2006Proposed 2006-2007 Budget \$2,973,294

Start Up Information

First-Year Enrollment:	From age/grade <u>9/5</u>	to age/grade <u>12/7</u>	Number of students <u>176</u>
Capacity Enrollment:	From age/grade <u>9/5</u>	to age/grade <u>18/12</u>	Number of students <u>600</u>

Location of school (address or area of city) TO BE DETERMINEDNames of Organizations Involved in Planning (if applicable):
Name of Educational Service Provider (if applicable): N/A

Type of Application (Check One)

☐ Conversion of an Existing Public School ☐ Conversion of an Existing Private School ☒ New Public Charter School

If conversion, name the school being converted: Do you wish to retain the existing school site? ☐ Yes ☐ No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? (A document explaining public charter school LEA status is available upon request.)

☒ Yes ☐ No



The Washington Latin School

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REQUIRED DOCUMENTS

1. Articles of Incorporation
2. By-laws
3. Letter of Intent for Facility
4. Letters of Intent for Faculty


Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

The Washington Latin School

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. See §2203(h), DC School Reform Act.
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities. See §2204(c)(2), DC School Reform Act.
3. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. See §2204(c)(12), DC School Reform Act.
4. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. See §2204(c)(13), DC School Reform Act.
5. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. See §2204(c)(15), DC School Reform Act.
6. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. See §2204(c)(16), DC School Reform Act.
7. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. See §2206(a), (b), (c), and (d), DC School Reform Act.
8. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
9. Will provide training to relevant school personnel and Board of Trustees members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.

 Signature of Authorized Certifying Official	Title <u>Head Master</u>
<u>The Washington Latin School</u> Applicant Organization	Date Submitted <u>3/28/2005</u>

EXECUTIVE SUMMARY

Robert Maynard Hutchins, the legendary President of the University of Chicago, once remarked "The best education for the best is the best education for all." It is our shared commitment to that kind of educational democracy that is at the heart of the Washington Latin mission.

Simply stated, we do not believe that in America there should one kind of school for the prosperous and the privileged and another kind for the so called "less fortunate." To the contrary, we believe that every student in the District of Columbia and the nation deserves a classical academic education that will equip him or her for college and for life.

There is an educational assumption deeply embedded in our democratic idea. It is the belief that every young person can learn and that every student is worthy not only of training—but of a fine formal education. They are worthy of great books, great teachers and great schools.

Our Committee is a mixture of Washingtonians with deep roots in the Federal City and leading citizens from throughout the United States who bring a wide range of expertise and resources to our mission. What we have in common is a simple commitment to create one truly great public school—a school that will be accessible to every young Washingtonian who is "eager to learn and willing to work."

Current University of Chicago President, Don Michael Randel has written that, "Behind every charter school there is a great idea." We believe that there is a great idea here. Twelve key elements of our Educational Plan include:

- ☐ A Public Latin School that *Makes Excellence Accessible*
- ☐ A Classical Literature-Based Curriculum
- ☐ A School Culture Grounded in the Fourteen "Public Virtues"
- ☐ Small, Socratic "Harkness" Classrooms
- ☐ An Advanced Program of Logic and Rhetoric
- ☐ Technology Designed In—Not Added On
- ☐ Challenging Programs of Wellness and Sport
- ☐ Teaching Through Visual & Performing Arts
- ☐ Research Based Approaches to Education & Evaluation
- ☐ Preparation for Citizen Leadership
- ☐ A Network of Community Partners
- ☐ A Special Partnership with Parents

Washington Latin is a work in progress. Originally conceived as a traditional Upper School, 5th and 6th Grades—or what we call Prep I and Prep II—have been added. This has been done in response to research that demonstrates that by 7th Grade the educational impact of significant social and economic disparities is already pronounced. In general, students "caught" by 5th grade can be aimed in the right direction. Indeed, they can soar!

In once sense, Washington Latin is two schools with a single sequential curriculum and a shared culture that combines extraordinarily high expectations with the support needed to achieve them. The Lower School (Prep I and Prep II) is a two year "boot camp" that relies heavily on direct instruction to equip students with grade level reading, writing and speaking skills, the "grammar" of essential subjects and acculturation into a scholarly society.

The Upper School is a well-articulated program of arts and sciences that will prepare its graduates for admission into the most selective colleges and universities—and for life. Through Socratic classroom experiences, team sports, community service and exceptional opportunities in rhetoric, the arts and public policy, Washington Latin will furnish its sons and daughters with a reliable moral compass, the a challenge to Citizen-leadership and habits of mind that will make them life-long learners.

In developing our Educational Plan, we have consulted with leading educators and policy makers from throughout the United States. To support our programs, we are creating long-term articulated relationships with

the Library of Congress, The National Gallery of Art, the Smithsonian, the American Institute of Architects, The Kennedy Center for the Performing Arts, and the Junior Classical League, to name a few.

To ensure that our Educational Plan is faithfully implemented and that each of our academic and non-academic goals is achieved, we are partnering with American University, The Educational Records Bureau, The American Board for Certification of Teacher Excellence, The American Academy for Liberal Education and several other organizations with proven records in the support of K-12 education. The success of our programs, our faculty and—most importantly—our students will be carefully monitored, measured, reviewed and reported.

To ensure the integrity and strength of The Corporation of the Washington Latin School, we are building a distinguished leadership team. Already, an experienced Head Master and highly capable Business Manager answer to a Board rich in management, legal, financial, public relations, and real estate expertise. Already policies and procedures that ensure the accountability and transparency of the School's business practices have been set in place.

Of course, the single factor that most determines the success of a school is its faculty. No educational plan and no organizational savvy, however sophisticated, can take the place of a great teacher. It may be said that the faculty is the school. It must be said that no school ever rises above the level of its faculty.

Recognizing that, Washington Latin has already begun to assemble an experienced, talented and highly committed teaching team. Our model is the "triple threat"—teacher, mentor & and coach. Even our Head Master will teach (Rhetoric) and coach. (Cross-Country) Having recognized a real need and developed a bold plan to meet that need, the Corporation has already launched its efforts to attract and maintain a truly distinguished faculty. We know that this means:

- ☐ An Institutional Culture and School Administration that Supports Great Teachers
- ☐ A National Search for Every Member of the Initial Teaching Team
- ☐ Competitive Compensation
- ☐ Comprehensive Teacher Orientation
- ☐ Constant Observation, Evaluation and "Coaching"
- ☐ A State-of-the-Art Program of Professional Development
- ☐ Real Incentives for Great Teaching

Recently, Colin Powell observed that, "In America, failing schools are trapped in fossilized bureaucracies." We are grateful to the District of Columbia Public Charter School Board for working to create an educational environment that is largely free from those "fossilized bureaucracies."



T. Robinson Ahlstrom,
Chairman, DC Committee for Classical Education

A. EDUCATIONAL PLAN

A-I MISSION AND PURPOSE OF THE WASHINGTON LATIN SCHOOL

Rooted in its commitment to the community and grounded in the love of learning itself, The Washington Latin School ("Washington Latin") is a 5-12 college preparatory school offering a vigorous program of arts and sciences within an environment that encourages serious scholarship, independence of thought and clarity of expression.

Washington Latin's classical curriculum is formed around the *trivium* of grammar, logic and rhetoric and informed by a canon of great texts and significant primary sources that have helped to shape and define our civilization. At Washington Latin, every young scholar is furnished with a general survey of knowledge, sturdy habits of mind, and the ability to read with comprehension, write with clarity and speak with plainness and power.

Wary of broad knowledge without high purpose, the School will seek to convey to the students the spirit, discipline and moral compass that will render them useful citizens, ready to discharge their duties to conscience, country and family. While preparing the graduates for college and university, the chief aim is to equip each one for the real business of living and to challenge them to serve the world through their character and leadership.

For the accomplishment of these ends, The School will seek young women and men of good character who are eager to learn and willing to work. The School will seek parents who are partners in the School's task. The School will seek instructors who are lifelong learners, called and gifted to teach—and prepared to match precept with example. The School will seek the support of any and all who believe in the power of ideas and the infinite promise of youth.

The Washington Latin School is a publicly chartered coeducational academy worthy of the District of Columbia's best students and accessible to all. Established for the sons and daughters of the nation's capital, it is an intentionally diverse society, drawn from every class and culture, with a special commitment to those who wish to give the gift of classical learning to their children.

The Washington Latin School offers research based approaches to teaching and learning. Its enriched curriculum is taught by a talented and caring faculty who lead small classes, thus assuring frequent tutorial opportunities throughout the school day. A well articulated college preparatory program includes courses in the general areas of:

- Modern Language (English, French, Chinese & Spanish)
- Science, Mathematics, & Technology
- Latin, Classics & Global Literature
- Rhetoric & Public Elocution
- Visual & Performing Arts
- History, Geography & Civic Responsibility
- Wellness & Sport

Educational Needs of the Target Student Population:

Like many American cities, Washington, D.C. has a proud tradition of fine public schools—schools that have sent generations into the world well equipped for the most competitive colleges and universities, and for life. The members of the DC Committee for Classical Education have worked on creating The Washington Latin School and have met many Washingtonians who have spoken wistfully of their great experience growing up in the District of Columbia and attending public schools.

Of course, times change and the District of Columbia has changed. New realities call for new kinds of schools—schools that are ready to prepare citizen-scholars for the 21st century.

The Emerging Demographic of the District – The Disappearance of the Middle Class

The District of Columbia leads all states in growth of income inequality. A study by the Economic Policy Institute and the Center for Budget Policies and Priorities finds that DC has had a greater growth in income inequity in the period from 1970 to 2000 than any state in the Union. DC, grouped as a state, was substantially ahead of New York, the number one state, in the disparity between the rich and the poor. Over these decades, as the population of the District has decreased by approximately 100,000 residents, it has also changed. The District of Columbia is losing its middle class. Among the findings of the report:

- The richest 20% of families had average incomes 21.6 times as large as the poorest 20% of families. (In New York, it's 12.8 times.)

- The richest 20% of families had average incomes 4.3 times as large as the middle 20% of families. (In New York, it's 3.1 times)

- Over the past decade, income inequality has increased in the District of Columbia. In the late 1980s, the richest 20% of families had average incomes 16.4 times as large as the poorest 20% of families. By the late 1990s, that ratio had increased to 21.6.

- The average income of the poorest fifth of families increased by \$300 between the late 1980s and the late 1990s, from \$9,100 to \$9,400.1.

- The average income of the middle fifth of families increased by \$3,540 between the late 1980s and the late 1990s, from \$43,320 to \$46,860.

- The average income of the richest fifth of families increased by \$53,490 between the late 1980s and the late 1990s, from \$149,690 to 203,190.

- In addition to this growing disparity between the rich and the poor, and a disappearing middle class, the poverty rate in DC grew during the 1990s. In 1987 it stood at 16.6%. By 1997, it stood at 22.1%, the highest in the nation. Today, though not the highest in the nation, it stands at 23%.

- In the District of Columbia, the poverty level among school-aged children (18 years of age and younger) stands at 41% compared with 23% nationally.

The Educational Realities Washington Latin will Encounter—and Address

Does the flight of the middle class and widespread poverty cause failing schools or do failing schools contribute to the flight of the middle class and widespread poverty? This is a philosophical, sociological and political question that others can debate. One thing is verifiable. Research indicates that the number one reason families leave the District of Columbia to find homes in suburban Virginia or Maryland is their perception that the public schools are unusable!

Suffice to say, members of the DC Committee for Classical Education believe that a highly competitive comprehensive public high school in the District will make a profound difference in the lives of generations of students—and in the District itself.

The Washington Latin School will be open to enrollment from anywhere in the District of Columbia. In building the school west of Rock Creek Park—which is where the design team has done exploration—the School is not assuming that it will be immune from the tough realities of the D.C.'s current school population. The School will be inviting to all families and ready to educate students who come to us with the following characteristics:

1. Reading and verbal communications skills are low v. national averages and proficiency standards.
 - Reading tests are 20% below National average
 - Reading scores are near National average in grades 5 and 6, but decline rapidly after that.
 - Blacks score near Whites in Junior HS, but lag significantly after that.
 - AYP Reading scores are less than 30% proficient or better.
2. Math skills are very low v. proficiency standards.
 - 18% of SHS students are proficient or above. 51% are below basic.
 - 48% of JHS students are proficient or above. 21% are below basic.
3. SAT scores are significantly below national standards.
 - Total SAT's are 20% below National average
 - 55% of DC students take the SAT's v. 70% nationally
 - Blacks score 50% lower than Whites
4. Income inequality has been increasing in DC and is greater than in NYC.
5. With 164 private schools in DC, many families—especially in these wards—have either fled the public schools or fled the District altogether.

By setting very high standards for students *and their parents or guardians*, Washington Latin will provide a viable public school alternative. Washington Latin will attract and educate students who are "eager to learn and willing to work."

Although Washington Latin has been primarily conceived as an Upper School, Washington Latin will also open with students in Fifth and Sixth grades, or what are called Prep I and Prep II. The data shows that students are still performing near National standards at these ages, across the races. Washington Latin will give these students intensive direct instruction in basic competencies, provide tutorial and remedial assistance and acculturate each one to a scholarly society. The Committee has adopted a "whatever it takes" attitude to prepare them for the challenging regime of a highly competitive Latin School program that will enable them to matriculate at the most select colleges and universities.

Washington Latin's curriculum is built around comprehensive and intensive language instruction, not only in English, but in Latin and one other modern language as well. Along with a comprehensive eight

year program in English grammar and literature, all students will have six years of Latin and four years of either French or Chinese.

Universities and employers list communications ability as the key skill they look for in potential students or hires. SAT statistics show that students who took four or more years of foreign language study averaged 20% over the national average on Verbal skills. Washington Latin graduates will be prepared for those tests.

Washington Latin's curriculum will have strong Math and Science components. Each upper school student will be required to take a four year sequence of Math and a four year sequence of Science, with AP courses available for the strongest students. Employers list problem solving and analytical skills just after communications as key attributes of potential hires. The SAT statistics show that students who take more challenging courses such as Pre-Calc, Calculus or Physics score 15% to 25% higher on the Math SAT's. Again, Washington Latin students will be highly competitive, when measured by existing national norms.

America has always been the land of opportunity—the place where bright and motivated people, regardless of their economic station, could achieve great success. For over a century, this *American Dream* was predicated on solid, no-nonsense public schools that gave students from poorer families a quality of education roughly comparable to that available to the rich.

Washington Latin will raise the ceiling of public education in the District of Columbia. It will be a school that is worthy of the best students yet accessible to all—significantly expanding the field of educational opportunity. The School's graduates will possess polished habits of mind, deep cultural literacy, solid competency in math and science and singular abilities to write and speak. They will be sought after by the most selective colleges and universities.

The Washington Latin School is a thoughtful response to the real needs of real students whose personal promise and intellectual curiosity is not matched by their family's ability to purchase a private school education. Washington Latin represents a response that has grown out of countless meetings with policy-makers, community leaders, school administrators, parents, teachers and kids. What has emerged is an innovative plan to create a classical co-educational academy that will represent both excellence and access for every family in the District.

The fifth and sixth grade years (Prep I & Prep II) are being designed to be an intense grammar school program that will prepare boys and girls—including those with significant learning gaps and special needs—to become young scholars who can successfully complete a highly competitive college preparatory academic program.

Grades seven through twelve (First through Sixth Form) are designed as a traditional Latin School program, highly sequential in each of seven areas of study, reflection and performance.

Abraham Lincoln once quipped, "God must love ordinary people, he made so many of them." In that spirit, Washington Latin will open its doors to make the American Dream available to a new generation "ordinary" young women and men who live in the nation's capital. It will not be a school for the so called "gifted." It will be a challenging educational program that is genuinely accessible to students with sufficient curiosity, desire and discipline. Because the literature-based curriculum will demand reading at grade level and because there will be no grade inflation or social promotion, Washington Latin will

not be a place for those who are cavalier about learning or parents who choose not to become involved.

In the parent-choice environment of the DC public schools, it will be incumbent upon Washington Latin to help parents make an informed choice. This will be accomplished by publishing grade level reading lists, standards of conduct and etiquette, graduation requirements and expectations of parent involvement.

Washington Latin will be *truly* welcoming to families with special needs students and to families in which English is a second tongue. At the same time, through good communication, Washington Latin will assist parents in discerning whether or not the academic regime offered is right for their child.

The needs of the students for which the school is being organized are fourfold. (1) There is the need for functional literacy which means dexterity in English language usage including the skills of reading, writing, reasoning, listening and public elocution. (2) There is the need for cultural literacy which involves both familiarity with literary and artistic monuments that define Western Civilization and some exposure to important non-Western sources. (3) There is the need for scientific literacy which involves an advanced level of numeracy, mastery of the inductive method and a solid grasp of a discreet *corpus* of scientific knowledge. (4) And, there is the need for moral literacy –a sense of personal meaning and social responsibility.

(Actual standards of academic, athletic, artistic and social attainment are detailed in the sections on Educational Program and Requirements for Graduation.)

Mission and Philosophy

The mission of The Washington Latin School is to establish within the District of Columbia, "a 5-12 college preparatory school offering a vigorous program of arts and sciences within an environment that encourages serious scholarship, independence of thought and clarity of expression."

The philosophy upon which the school is based is deeply rooted in the democratic idea central to the founding and subsequent development of the American Republic. It is the idea that has guided our public schools from colonial times.

Implicit in this democratic idea are two fundamental tenets. *First*, that every young person has a right to receive a formal academic education and, *second*, that the nation's welfare depends upon making that right a reality. John Adams of Massachusetts insisted on "education for every class and rank of people down to the lowest and the poorest." Thomas Jefferson created a complete system of education for Virginia, asserting that, "the education of the common people is the surest security for the preservation of a due degree of liberty."

Throughout the 19th century, and well into the 20th, the system of public schools that emerged helped make America a beacon of hope and opportunity for peoples from every culture and corner. Unlike the tribal and traditional societies from which they fled, the United States was an egalitarian engine and a material meritocracy. It was the one place on earth where aspiration and perspiration counted for more than ancestry and pedigree and education was the key.

Inherent in our nation's historic commitment to general education is the belief that everyone *can* learn.

That belief is central to the founding of Washington Latin. The School has no illusions about the significant barriers that many of the students will have to overcome. This proposal will clearly demonstrate that the Committee has anticipated the challenges ahead and are prepared to do whatever it takes to keep our nation's promise to the next generation.

Based upon this historical understanding of the democratic mission of America's public schools and the real history of public schools in the United States, Washington Latin's philosophy of education can be stated as follows:

1. Every young person in America has the right to *access* to a formal academic education—one that will prepare him or her for college and for "the real business of living."
2. The maintenance of liberal democratic institutions depends on this *universal right to access* a formal academic education.
3. The study of Latin and Classical antiquity is an important part of a formal academic education and is critical for an understanding of Western civilization and the democratic tradition.
4. The great end of education is not only academic, but what John Locke termed, "the principling of youth."
5. Every subject has its grammar—and pedagogy that is developmentally appropriate begins there. In Lower School, (grades K-6) direct instruction, drill, memorization of facts and recitation are essential strategies for teaching and learning.
6. In Upper School, (grades 7-12) students should be led beyond the grammar to the logic and rhetoric of each subject. Here, the Socratic Method has been proven most effective.
7. The school culture—and the schoolhouse—are key elements in a formal academic education.
8. Every classroom should, by its design, dignify the student, facilitate the pedagogy, and—whenever possible—express the unique personality and interests of the teacher.
9. Great schools set high standards and empower parents, teachers and students to meet them.
10. These schools succeed by employing proven pedagogies and research-based approaches.
11. Great teachers model what they teach and are held accountable.
12. Parents bear the chief responsibility for the education of their children—and must be involved.
13. The entire community in which a school is set is a classroom.
14. To attend a great school is a privilege—but not a privilege for the privileged.
15. It is possible for a school to offer both excellence and access, but if the former is sacrificed in the name of the latter, both are lost.

Educational Focus – An Academy for Citizen Leaders

Although The Washington Latin School will offer a traditional literature-based humanities program that will prepare students in both arts and sciences for America's finest colleges and universities, the special focus of its programs will be to prepare its graduates to "serve the world through their character and leadership." This focus on preparation for civic involvement, personal sacrifice and public service will find curricular and extracurricular support in four key components of the school.

A Rich Literature-Based Curriculum. At Washington Latin, there will be no time for the latest educational fad or fashion. No school in the nation will have a more disciplined or focused course of study. In reading, depth, not breath, will be the measure. Mastery of a discreet core of knowledge and not coverage of a vast and disconnected curriculum will be the standard.

Washington Latin's classical education will be rooted in the tried and true "Latin School" approach to the study of classical language and culture. In addition to classical studies, Washington Latin will employ an enriched literature-based curriculum to develop the skills of listening, reasoning, reading, writing and speaking. Historically, these are the skills that lay the ground for leadership.

From the first day they enter the schoolhouse, Washington Latin students will be introduced to books that have become recognized monuments of American letters. A distinguished National Editorial Board will be convened to review and edit a canon of books, reference materials and other primary sources that will insure the "cultural literacy" of every Washington Latin graduate. These texts have already been used in the classroom to evaluate their grade-level appropriateness.

At Washington Latin the review of reading lists and the dialogue between authors, librarians and classroom teachers will be an annual event. Each year Washington Latin will re-assess the value of each text. Indeed, the Committee is organizing the school fully aware that with new teachers come new ideas—and potentially new texts. It is this dynamic process of constant review that will keep the Washington Latin canon from becoming fossilized.

An Advanced Program of Rhetoric & Logic. Formal training in logic and rhetoric began in Syracuse after 467 BC, when Athenian democracy was established. Plato improved upon it, insisting that it be rooted in truth, and not merely style. Aristotle, who defined rhetoric as an art "to discover the available means of persuasion," always taught it as a corollary to dialectic, or logic, thus maintaining its link to truth. This tradition of formal training in thinking and speaking came to these shores by way of the Puritan colonists who brought with them the Renaissance rhetoric of Peter Ramus.

Gradually, over the course of the 20th century, such instruction largely disappeared from the American curriculum. As a result, the quality of national conversation has become increasingly superficial, coarse and impoverished.

The restoration of Logic, Rhetoric and Public Elocution as major components of a secondary school curriculum will represent a significant innovation within the contemporary American academy. At Washington Latin, courses in logic and rhetoric, taught in concert with studies in classics, literature and history, will afford each student the best possible preparation for the life of a citizen-scholar.

Preparation for Citizen-Leadership. Washington Latin's entire program, though rich in antique and global literary sources, will be intentionally connected to the real-life context of contemporary Washington, D.C. Every student will benefit from the School's Citizen Leader Community Experience requirement.

Through the School's Citizen Leader Community Experience requirement and cooperation with several Community Partner organizations, students will serve the elderly and infirm, work to clean, plant and beautify the District and—in a special program with overseen by the school's Department of Modern Language—work to tutor unlettered adults, "at risk" students from other schools, and children. "Each One Will Teach One."

Through required sports and special programs like Outward Bound and The Theodore Roosevelt Institute for Ethics & Public Policy, students will test their expanding knowledge within the challenging context of real-life situations that test resolve, resourcefulness and character.

At Washington Latin, through The Morning Meeting, the Friday Interdisciplinary Seminar and the requirement of community service, students will be empowered to put knowledge in the service of a greater good. The whole culture of the school will reinforce its mission—"to prepare students to serve the world through their character and leadership." The School will fulfill the historic role of public schools in preparing graduates for citizenship.

The Theodore Roosevelt Institute for Ethics & Public Policy In the fall of '08, with the addition of its first "Third Form," Washington Latin will launch *The Theodore Roosevelt Institute of Ethics and Public Policy*. Young scholars who apply for this program and who are accepted will enter into a "school within the school." Through the Institute, they will have unique opportunities to interact with community leaders, members of Congress and policy makers.

Students enrolled in this pre-professional track will be required, along with their peers, to take the entire general studies curriculum. The difference will be in extra course work, weekly seminars, tutorials and off-campus learning opportunities. Students who participate in this highly selective program will be involved in the creation of policy alternatives and active efforts to gain passage of progressive legislation.

In the spring term of each academic year, a policy issue (i.e. public housing, health care, landmark zoning, etc.) will be selected for the following year. Students in the program will then spend an entire year in collaboration with faculty members whom *they* invite into their seminars, business leaders, labor leaders, educators, and members of Community Partner institutions. Together, they will draft legislation, which they will then submit to the appropriate legislative body for presentation and passage. They will study the role of money and media in the formation of public policy and attempt to enlist news outlets in the advocacy of their proposals.

Between Fifth and Sixth Form, students in the program will serve in a Congressional office, a United Nations agency or mission, a local governmental agency, or an advocacy group such as Amnesty International, the NAACP, or Students Against Drunk Driving.

A cumulative grade point average of 3.5, or "Honors", will be required to remain in the program. For those who complete the program, a diploma will be awarded "With Distinction in Public Policy."

Goals

The Academic Goals of the Lower School (Prep I and Prep II)

Washington Latin's Lower School (Grades Prep I and Prep II) is being designed to achieve very specific academic goals. Some goals have to do with the attainment of critical scholarly skills. Others call for mastery of a specific *corpus* of knowledge. All of these goals are supported by the curriculum and by teaching and learning strategies that include the capacity to intervene with individualized support. All can be measured by a comprehensive battery of school-based and standardized assessment tools.

Prep I and Prep II (5th and 6th Grade) will combine careful evaluation of each student in all essential content areas with testing to ascertain each one's distinctive academic "thumbprint." Every student will leave Prep Year with a Student Support Plan (SSP). The general academic goals of the Lower School will be:

-In **English**, all students will leave Prep II able to listen well, think critically, read at grade level with comprehension, write clearly and speak convincingly. They will also be tested to insure that they enter Upper School with essential library skills.

-In **Science**, all students will leave Prep II with a with a working familiarity of the fundamental principles of earth and life science and with well developed skills of scientific methodology including observation, hypothesizing, collecting and interpreting data, experimentation, isolating variables, graphing, measuring, forecasting, reporting and publishing.

-In **Mathematics**, all students will leave Prep II with a 6th grade level mastery of numbers sense and operations, patterns and relations, and statistics and probability as measured by the Massachusetts Curriculum Framework revised and adopted in 2000.

-In **Technology**, all students will leave Prep II with full research, writing and computation technology, including advanced keyboarding, information acquisition, source verification, and desktop publishing:

-In **Latin, Classics & Global Literature**, all students will leave Prep II with a 500-800 word Latin vocabulary and the ability to chant, sing and write Latin paradigms, passages, phonemes and vocabulary. They will be able to wrestle with short treasures of prose and verse and well prepared for entrance into the country's most demanding preparatory school Latin programs.

-In **Rhetoric & Public Elocution**, all students will leave Prep II with an intermediate level of competency in interpretive reading, declamation and an elementary competency in oration and formal debate.

-In **Visual & Performing Arts**, all students will leave Prep II having experienced sketchpad, the easel, the kiln, the choir and the stage. They will demonstrate a basic understanding of classical forms in drawing, sculpture, architecture, music, theater and dance. Each student will move on to the Upper School with a *Creative Aptitude Profile* as part of their SSP.

-In **History**, all students will leave Prep II having demonstrated a mastery of a defined corpus of biographical and chronological "facts" pertaining to pre-classical civilizations, Greece, Rome, European History, the History of the United States and the History of the District of Columbia. They will be able to contextualize those facts within the ongoing drama of human freedom and dignity.

-In **Geography**, all students will leave Prep II with a demonstrable grasp of the grammar of U.S. and world geography, the principles of cartography, and important themes in climate, population, and global citizenry.

-In **Civic Responsibility**, all students will leave Prep II with a grade appropriate mastery of Cicero's On Natural Law, The Magna Charta, The Mayflower Compact, the Declaration of Independence, the U. S. Constitution, the Gettysburg Address and the Universal Declaration of Human Rights. They will also demonstrate familiarity with the history, context and importance of the School's *Public Virtues*.

-In **Wellness and Sport**, all students will leave Prep II with a demonstrated proficiency in swimming, running (one mile) and at least one team sport. They will also have completed Wilderness Week and designed a Personal Wellness Program.

The Academic Goals for the Upper School (First through Sixth Form)

The three purely academic goals of The Washington Latin Upper School are clearly stated in the School's *Mission and Description*. They are:

First "To offer a vigorous program of arts and sciences within an environment that encourages serious scholarship, independence of thought and clarity of expression."

Second "...preparing our graduates for college and university."

Third "To equip each on for the real business of living."

These three academic goals may be summed up as (1) preparation for life long learning, (2) preparation for matriculation at a selective institution of higher education and (3) preparation for everyday life. (Within the academic curriculum, Washington Latin will teach personal wellness, citizenship, consumer mathematics and other very practical kinds of knowledge.)

The Academic Goals of the Upper School Program differ significantly from those of the Grammar program. The entire emphasis shifts from the acquisition of skills and the mastery of essential "grammars" to a vigorous college preparatory survey of knowledge taught by use of the Socratic method.

Beginning in First Form, effective habits of mind and polished modes of expression will be reinforced as each student begins to break new ground in an increasingly sophisticated scholarly setting. At this level, the disciplines achieved during the grammar grades will begin to bear first fruit. Each department of study has been consciously designed to build on the foundation of the Lower School program, ensuring that The Washington Latin School is literally two schools with one seamless curriculum.

Aside from the specific areas of skill and content mastery that are spelled out in the Curriculum and General Graduation Requirements (GGR), the academic Goals of the Upper School will include:

-A Balance of Breadth and Depth

A liberally educated person is one who is both widely conversant in several fields of knowledge and genuinely well informed in at least one area of human inquiry. As a comprehensive public high school, a goal of Washington Latin will be to prepare students who are well versed on all subjects that represent the cultural literacy of their time and place—and who can integrate this knowledge into a cohesive worldview—while at the same time demonstrate a high level of competency and curiosity in a given area.

By their seventeenth or eighteenth year, students should be passionately interested in something. At the same time, they should not have prematurely closed themselves off to the thoroughfare of ideas they will encounter in the university—and in life.

-The Capacity to Reason Effectively

An education in the liberal arts is an education in reasoning. It produces scholars who are able to employ several modes of reasoning, selecting rational methodologies that are fruitful in the apprehension of particular subjects, issues or problems. This kind of reasoning employs very basic

skill sets such as listening, observation, logic, reading and conferencing along with higher order capacities such as reflection, interdisciplinary analysis, valuation and creative re-visioning.

-Cultural Literacy

The first premise of a classical education is that there are enduring expressions of Truth, Beauty, and Goodness that—though antique—are not spent. They must be known. In our culture, that knowledge has always included “the glory that was Greece and the grandeur that was Rome.” It has always included the history, literature philosophy, science and art of Europe, England and the United States. Today, that core of knowledge is changing and expanding, but the need to master a broad survey of it remains. Cultural Literacy simply means a well furnished mind.

-A Humane Understanding

An academic goal of The Washington Latin School will be to help students see through the facts to the truth—and to know the difference. It will be to empower students to perceive the metaphorical quality of all things. It will be to help students understand that there are “laws” of human behavior the discovery of which will enable them to read history and biographically as relentlessly and dispassionately as they would a Table of the Elements—and to draw conclusions. It will be to make them not merely human, but humane.

The non-academic goals of the Washington Latin School

By definition, a comprehensive high school that sees its primary mission as sending citizen-scholars out into the world does not draw a radical distinction between academic and non-academic goals. Having acknowledged that, two specific non-academic goals are imbedded in the School's *Mission & Description* and supported across all the curricular and extra-curricular programs. Quoting the *Mission & Description*, these are:

1. To convey to the students the spirit, discipline and moral compass that will **render them useful citizens**, ready to discharge their duties to conscience, country and family.
2. To “challenge them to **serve the world** through their character and leadership.”

Taken together, two words sum up the non-academic agenda of the school—citizenship and service. Washington Latin's goal is to prepare young women and men who will be honorable private citizens disposed to selfless service.

Goals for the Institutional Culture

- ☐ The maintenance of a genuinely scholarly society.
- ☐ A culture of tenderness and concern for each student and family.
- ☐ An uncompromising commitment to excellence in ever aspect of the school mission.
- ☐ A democratic community that empowered students, parents, teachers and Community Partners.
- ☐ Financial viability as a dynamic public/private partnership
- ☐ Professionalism, thrift, accountability, and transparency in all of the school's business transactions.

- ❑ A culture that empowers the professional and development of all faculty and staff.
- ❑ A commitment to serve the community and the country.
- ❑ Boards that govern wisely and energetically advance the institution.
- ❑ A School Administration that maximizes the human and material resources at its disposal.
- ❑ A school that invites, inspires and enables a high level of parental involvement.

Management Effectiveness Goals

There are several management effectiveness goals that will help insure that the School is successful in developing and maintaining the institutional and educational environment outlined in this document—which itself will continue to serve a *Call to Design* and a key point of reference for ongoing decision making.

- ❑ Clearly defined aims, objectives and policies
- ❑ Constantly communicated to all decision makers (never assuming they “have it.”)
- ❑ The expectation of strict adherence to them
- ❑ Program budgeting
- ❑ Reporting of performance measures in the budget
- ❑ Linkages between services, expenditures, and performance measures across departments to the goals (aims, objective and policies.)
- ❑ An accountability system that included measurement at the Board, School Administration and programs levels.

A-2 ACADEMIC DESIGN

Student Content and Performance Standards

The culture of Washington Latin will be one that prizes hard work and measurable achievement. Every young scholar will be expected to do his or her best. Moreover, the challenge to personal achievement will be matched with the tools and the support to meet that challenge.

At Washington Latin, there will be no substitute for excellence—and no excuse for mediocrity. Artificial inducements to bolster “self esteem” will have no place. The entire culture of the school is designed to encourage the timeless qualities of self-examination, self-control and self-sacrifice. (It is, after all, the examined life, the disciplined life and the life poured out in service to others that constitute the main object and true ideal of education.)

The Student Content and Performance Standards of Washington Latin are embedded in the curriculum itself which has been designed as the programmatic expression of the specific goals published in the previous section. This is significant because at Washington Latin benchmarking, assessment and reporting of both student and teacher performance is based on “mastery” of skills and content—not “coverage.” Content standards are performance standards.

It will be the task of the Academic Dean, working with faculty, to publish mandated outcomes for each course. Those mandated outcomes will conform to the curriculum as closely as the curriculum conforms to the goals.

At Washington Latin, the *primary standard for the School* will be a well articulated curriculum that significantly exceeds all District of Columbia/MCAS or national standards, taught by talented teachers within an institutional environment in which there will be no grade inflation and no social promotion. The curriculum not only surpasses District and national norms in math and science. It breaks new ground for secondary school competency in modern languages, history, geography & civics. In addition to this all students will have to demonstrate competency in Latin and Classics.

In every content area, Washington Latin's standards exceed the National Assessment of Educational Progress (NAEP) norms. Moreover, even though Washington Latin is a comprehensive 5-12 school with advanced programs in humanities and social studies, an integrated program of Science, Mathematics & Technology will ensure that outcomes in math and science include:

- ❑ A solid understanding of the interplay of algebra, geometry, statistics, probability, and discrete mathematics.
- ❑ An understanding of the fundamental mathematical concepts of function and relation, invariance, and transformation.
- ❑ The capacity to visualize, describe and analyze situations in mathematical terms.
- ❑ The ability to justify and prove mathematically based ideas.
- ❑ Mastery of *National Science Education* content standards.
- ❑ Understanding of scientific concepts.
- ❑ An appreciation of "how we know" what we know in science.
- ❑ Understanding of the nature of science.
- ❑ Skills necessary to become independent inquirers about the natural world.
- ❑ The dispositions to use the skills, abilities, and attitudes associated with science.
- ❑ The ability to write and report in scientific terms.

For the purpose of the application it is important to restate that these levels of measurable competency in both skills and core knowledge are not merely goals. They are part of the GGR (General Graduation Requirements.) Other schools may (and do) play fast and loose with academic standards. The Washington Latin School will not.

How have standards been set?

-The content and performance standards being set are based on extensive subject-by-subject examinations of the scope and sequence employed by several of America's most competitive schools—schools that define "best practice." These schools include Boston Latin, Roxbury Latin, Philips Exeter, Andover, Stuyvesant, Bronx Science and Thomas Jefferson High School for Science & Technology.

-The Committee has reviewed standards set by national agencies including the National Geographic Society, the American Classical Guild, the Core Knowledge Foundation and the College Boards.

How will actual outcomes be measured, reported and used?

The Educational Records Bureau's Comprehensive Testing Program (CTP 4) will be the primary standardized testing instrument. Washington Latin will also use TestWiz. This ERB Software will enable the School to track a student's progress over time, produce longitudinal reports, and identify easily those students who are having difficulties with key skills.

Washington Latin will selectively employ SAT 10, MCAS and several subject specific tests including those developed by The Junior Classical League. In Visual and Performing Arts, each student will have *Creative Aptitude Profile* that informs instruction at every grade level.

The School's measurable success with students, analyzed against the grade specific goals and benchmarks laid out in this application will generate the primary body of data that shapes both professional development and the multi-year process of accreditation through The American Academy for Liberal Education.

Both Washington Latin's program of Professional Development (administered by American University) and the School's process of institutional accreditation (administered by The American Academy for Liberal Education) ground their standards in student performance. The articulated relationships between The Washington Latin School and these two institutions ensure that its entire program of self-evaluation and public reporting will be based in student performance.

The American Academy for Liberal Education has recently been awarded a three-year grant totaling \$900,000 from U.S. Department of Education. Under its Charter School Program, "Linking Charter Schools to No Child Left Behind: Solving the Accountability Problem." AALE will assist Washington Latin in meeting the demands No Child Left Behind, such as employing highly qualified teachers, making adequate yearly progress, and creating public access to meaningful school data.

The AALE Charter School Accreditation Program, which focuses on academic quality and outcomes in a rigorous process of external review, has thus far only accredited a dozen of America's public charter schools. It represents the "gold standard" for America's most academically rigorous, liberal arts-based charter schools.

Curriculum & Educational Plan

As a 5-12 school, Washington Latin will combine a traditional 7-12 Latin program with two "Prep Years" of intensive English, grammar and Math, thorough individualized evaluation, remediation and acculturation into a distinctive scholarly society. The Prep I and Prep II (5th & 6th grade) program will assume significant gaps amongst many of its incoming students.

The Lower School Program (Prep I and Prep II)

The educational approach adopted—which may at first sound ambitious—is very much informed by real classroom experience and a thorough understanding of what children have done and are doing in other times and places. Washington Latin's design team members know that children love big words, new concepts, and real intellectual stimulation. They love to be taken seriously. At Washington Latin, teachers will not "talk down" to any boy or girl

Committee members also know that book learning is only a part of a great education. Lower School students will play together, sing together, explore together and learn together. They will be kept busy with the great adventure of growing up. Along with all the efforts to achieve a high level of proficiency in several academic skill groups, attention will be paid to the forging of friendships, the development of hobbies, and the unique concerns and interests of every child.

The School's Prep I and Prep II programs will represent an "age of discovery" for the parents and faculty as well as the students...a time during which each child's distinctive "intellectual thumbprint" will be carefully observed and considered. Washington Latin's educational program will not be "one size fits all." Every grammar student will leave Prep II with an SSP designed to help the School's Academic Dean design an Upper School program.

The first week at Washington Latin will be a memorable experience for each student and will soon become a school tradition. It will combine fun and games that build school spirit, a semi-formal dinner with the Head Master, meetings with the school's community partners, presentations by school clubs and societies, and several seminars in study skills, note-taking, organization and leadership. It will also include extensive orientation and support for parents.

During Prep Year I, Washington Latin families will be introduced to the culture of the School. Students will have ample opportunity to review and refresh any basic grammar school competencies. Where needed, personal tutorial programs will be established. After the first few years, these will be staffed by Washington Latin upper classmen who teach along side instructors and interns. Every student will be thoroughly oriented in the *Standards and Etiquette* of the School and coached in the fundamental principles of Language, Mathematics and Basic Science.

English – Prep I

Because early mastery of communication arts is the most fundamental requisite for subsequent success, both in and out of the classroom, the attainment of solid competencies in reading, writing, listening and speaking will constitute the central focus of the Prep I and Prep II programs. Moreover, beyond helping its students achieve basic literacy, one of the main objectives of Washington Latin's Lower School program will be *to teach kids to love books*. As stated in the application section on Goals, it is to enable students

"to listen well, think critically, read at grade level with comprehension, write clearly and speak convincingly."

In English, the stated goals will require that each student develop vocabulary skills, comprehension skills and analytical skills which can only be gained through exposure to exciting, grade appropriate texts. Assigned reading will come from the Houghton Mifflin, Level 6, reading program, as well as from supplementary book lists developed by The Universal Literacy Project at Columbia University. Although it is a literature-based approach to language acquisition, a spelling and grammar text will be selected. That selection has not yet been made. Students will learn how to:

- Develop reference and study skills.
- Develop outlining skills.
- Use word origins, such as derived roots and affixes from Greek and Latin to determine the meaning of unknown words; use this knowledge to analyze the meaning of complex words.
- Discern main ideas and concepts presented in texts, identifying evidence that supports those ideas.
- Identify the conflict of the plot and how it is resolved.
- Create multiple-paragraph narrative and expository compositions and draw inferences, conclusions, or generalizations about text.
- Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction.

- Practice the use of appropriate conventions of written language, which include grammar, punctuation, language usage, capitalization, sentence structure, and paragraphing.
- Evaluate the meaning of patterns and symbols that are found in myth and traditions by using literature from different eras and cultures.
- Produce a complex book report, focusing on genre and story elements.
- Write research reports about important ideas, issues, or events by using specific guidelines.
- Read assigned novels, focusing on the history and culture involved in the story.

Books read will include:

C. S. Lewis, *The Chronicles of Narnia*
 Mildred D. Taylor, *Roll of Thunder, Hear My Cry* (first book in tetralogy, each subsequent volume can be read in grades 6,7 and 8)
 Ann Petry, *Harriet Tubman: Conductor of the Underground Railroad*
 Natalie Babbitt, *Tuck Everlasting*
 Wilson Rawls, *Where the Red Fern Grows*
 Esther Forbes, *Johnny Tremain*
 Mark Twain, *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*
 Robert Louis Stevenson, *Treasure Island*

English – Prep II

Students will read short stories and poetry and participate in lively discussions. They write responses to their reading and explore a variety of genres, including essays, interviews, and letters to fictional characters. Throughout the year, students will receive several comprehensive grammar reviews. Their writing instruction will culminate in a research paper that emphasizes logic, clarity, and revision. Students will take an active part in their learning through peer assessment, dramatic readings, and oral presentation. Their reading will include:

John Bunyan, *Pilgrim's Progress*
 Louisa May Alcott's, *Little Women*
 Mark Twain's *Huckleberry Finn* and *The Adventures of Tom Sawyer*
 Laurence Yep, *Dragon Wings*
 Madeleine L'Engle, *A Wrinkle in Time*
 Anne Frank, *The Diary of Anne Frank*
 Charles Dickens, *A Christmas Carol*
 Jack London, *The Call of the Wild*
 Lois Lowry, *The Giver*
 Jane Yolan, *The Devil's Arithmetic*

This list is not exhaustive, but suggestive. These are merely core texts. Further reference works will include:

Shakespeare, selected plays including *Macbeth*, *Romeo and Juliet*, *A Midsummer Night's Dream*, *Merchant of Venice* (boxed set)
 Armand Eisen, ed. *A Treasury of Children's Literature* (Houghton Mifflin, 1992)
 N. Philip, ed. *The New Oxford Book of Children's Verse*
 Ingri D'Aulaire, *Book of Greek Myths*
 Virginia Hamilton, *The People Could Fly: American Black Folk Tales*

Isaac Bashevis Singer, *Stories for Children*

By the end of Prep II, Washington Latin students will have already enjoyed wide exposure to eminent literature and various contemporary media. They will also have experienced opportunities for creative expression sufficient to enable each one to develop both a sense of confidence and an emerging style.

Math

Washington Latin's mathematics program will be taught in a close grade level collaboration with science & technology. (At Washington Latin, the three disciplines are developed and taught as a part of one interdisciplinary program that reinforces the fundamental modes of conceptualization built on a knowledge of real numbers, logic, and spatial reasoning, in addition to the rudimentary disciplines of addition, subtraction, multiplication and division.

In Prep I, *Saxon Math 6/5* will be used to assure automaticity in the elementary competencies, thus allowing students to "earn" the freedom to work with computers, consult with peers and construct their own strategies. *Saxon Math 6/5 Intervention* will be used with students who are having difficulty in Math and with Special Needs students.

In Prep II, *Saxon Math 7/6* will be used with *Saxon Math 6/5* as the text for slower students. Both groups will exceed the benchmarks set in the Massachusetts Curriculum Framework.

Science

Prep I and Prep II Science will be taught by the grade level teacher and supplemented with fieldwork led by an Upper School teacher designated as the school's Resident Naturalist. By the end of the Prep II, the skills of observation, hypothesizing, collecting and interpreting data, experimentation, isolating variables, graphing and measuring, forecasting, reporting and publishing will have been well established.

Lower School Science texts have not yet been selected, but the emphasis of the Washington Latin program will be on early mastery of the scientific method and the process of inductive reasoning. Students will begin with Life Science in Prep I and go on to Earth Science in Prep II. The entire sequence will focus on the fragile and beautiful ecosystem of the Potomac and the Chesapeake basin.

Students will learn in dialogue with writers, artists, environmental activists, fishermen, and a unique constellation of institutions including The National Geographic Society, The Smithsonian and the Nature Center and Planetarium at Rock Creek Park. By exposure to artists, poets, philosophers and theologians, as well as biologists, geologists, and astronomers, Washington Latin students will be taken beyond the limitations of the scientific method and challenged with the moral responsibility to enlist technology for humane ends.

Technology

Because modern society is in the midst of an explosion of new technologies, many students arriving at Washington Latin will already be comfortable with using computers for research, writing papers, organizing information and calculating answers. However, because of Washington Latin's commitment to diversity and its public mission to serve families from every socioeconomic situation, Washington Latin will provide training for any students who need more help. Rather than offering a required

sequence of IT courses (at the expense of the academic core) the School will provide on-site tutorials to assist each individual scholar in maximizing the power of available technologies.

Though the program is not yet funded, Washington Latin will seek private support to place IT workstations in every house and assist parents in acquiring the skills to use them.

During the Prep Year, those students who need help will be given basic training in *Research and Writing Technology*. Nothing will be assumed. Depending on the level of IT skill they bring to the school, each one will be provided the instruction necessary for full proficiency. The single goal of this remedial program will be to help each student to achieve full research and writing competency by the beginning of the First Form.

Latin & Classics

Prep I

Initial Latin studies, based on Veritas Press' *Latin Primer, Book I* and supplemented by work in *Wheelock's Latin* and Comeau and Lafleur's *Workbook for Wheelock's Latin* will begin in the Prep I year and continue throughout the Lower School program.

By the end of Prep I Washington Latin students will be able to correctly pronounce Latin letters and words, translate bilaterally approximately 350 Latin words, and recognize etymological relationships with familiar English and French words.

Prep II

Students will move on to the *Latin Primer, Book I*. They will to translate an additional 700 words and to recognize their employment in modern tongues. They will also be able to identify and generate the more common declensions and verbal conjunctions, and to translate relatively simple sentences from Latin into English and *vice versa*. The more advanced students will begin reading short passages from Cicero and Virgil and be able to translate relatively difficult sentences and passages. All students will continue to build vocabulary.

Rhetoric & Public Elocution

As a part of Washington Latin's commitment to develop proficiencies in oral as well as written communication, an innovative program of rhetoric will be offered from the very beginning of each child's Washington Latin academic career. As students learn to write through journaling, letter writing, editing, conferencing, rewriting and desk-top publishing, they also work to acquire the capacity to speak with clarity and power. Beginning in Prep I, the school will offer a sequential program of speech and formal debate.

In Prep I, students will begin with interpretive readings of poems and speeches. With the focus on Declamation, they will examine, Cromwell's *Speech before the Battle of Marston Moor* and compare Patrick Henry's St. John's Church speech with James Otis' *In Opposition to Writs of Assistance*. They will learn about the lives of these two patriots, their capacities framing argument and their unique gifts as orators. Through classroom debate, students will attempt to follow the case he built for independence. They also work through the *Gettysburg Address* and Lincoln's *Second Inaugural Address*.

In Prep II, declamation will give way to oration, with all the elements of style that speechwriting entails. More subtle rules of argumentation will be introduced into classroom discussion, laying a foundation for formal debate.

The program of Rhetoric will be taught in close collaboration with Classics, English and History. The grade level teaching team will be very sensitive to each students overall workload. In a Lower School program focused on English Language competency,

*Grammar teaches one to write and speak correctly;
rhetoric to do it elegantly;
and logic to do it reasonably.*

Visual & Performing Arts

Through music, dance, theater and the studio arts, each Washington Latin student will be enabled to experience and express ideas that take them beyond their cognitive categories. Through these avenues of passionate portrayal, they will learn not only to think, but to see, hear, sense...and to feel deeply the drama and beauty of the world around them.

From their earliest exposure to color, texture, sound and creative movement, Washington Latin students will be asked to create. As they progress from simple crafts to fine arts, the easel, the stage, the keyboard and the kiln will become natural means of expressing the inexpressible. In poetry, drama, dance and the various studio arts, they will discover whole new languages for life's deepest and most sacred conversations.

While a Departmental scope and sequence has not yet been developed, the Committee is presently in conversations with The Art League (a consortium of local artists housed in the old Torpedo Factory), the Institute for Education and the Arts (an affiliate of The Federal City Council) The Corcoran Gallery of Art and the National Gallery of Art.

One of the school's Visitors, and a member of the Committee for Classical Education, is Ricky Peyton, President of Urban Nation and Director of the nationally acclaimed HipHop Choir. Dr. Peyton is helping to craft a program that is both classical and accessible to kids from the neighborhoods.

The School's commitment to "teach through the arts" will become a reality as faculty members, working together, create interdisciplinary projects that enable students to approach specific and academic units through the lens of imagination and aesthetic possibility. Those classroom experiences will be enhanced by relationships the School is forging with several of the District of Columbia's leading cultural institutions.

Through the School's *Visiting Artists Program*, many fine artists and musicians, including some Latin School parents, will be invited to share their special gifts and talents with Washington Latin students. Periodically the Head Master or members of the Parents' Association will sponsor fireside recitals and living room exhibits featuring the creative work of one of the students...and their family members.

History, Geography and Civic Responsibility

The Lower School department of *History and Civic Responsibility* will focus on seven key components:

- A broad exposure to the sweep of Western Civilization
- A general understanding of the shape of American History
- An historically informed understanding of liberal democratic institutions
- An introduction to the Constitution of the United States
- A selected knowledge of local and regional history
- Basic United States and World Geography, and
- Instruction in Civics.

In seeking to achieve these content specific objectives, Washington Latin's program will endeavor to help each student make a connection with his or her own unique heritage and history, while gaining a respect for other cultures and the intrinsic dignity and worth of others.

By the time each young scholar finishes Prep II, he or she will be familiar with the "case study" approach that will enable them to "do" history. Through work in David Smith's acclaimed *Mapping the World* geography program, they will gain the tools to understand world geography and to begin cartography.

Prep I Intro to Western Civilization

This interdisciplinary course in history and geography will begin with pre-historic themes and move to ancient Egypt, laying the groundwork for introductory studies of ancient Greece and Rome. Students will begin to with the Peloponnesian War [404 BCE] and follow events through the conversion of Constantine [AD 313] and the subsequent reunification of the Empire. [AD 327] A unit in the golden age of Pericles and the Philosophy of Plato provides an entry into Western Philosophy and the Socratic [dialogical] method. Students study *Crito* and *Phaedo*. They will reenact *The Death of Socrates*, and ask timeless questions about its meaning.

Prep II Intro to American History & Civics

The Prep II year is dedicated to a survey of U.S. History and the U.S. Constitution. After an introductory unit in European and British history, student will spend the fall and winter studying our nations roots, from the founding of Jamestown [1607] and Plymouth [1620] to the Civil War. In the spring term they will complete a survey of U.S. History from the Civil War to the present.

A text has not been selected but key primary sources will include: *The U.S. Constitution*, Bradford's *History of Plimouth Plantation*, John Locke's *A Letter Concerning Toleration*, Harriet Beecher Stowe's *Uncle Tom's Cabin* and Ann Petry's, *Harriet Tubman: Conductor on the Underground Railroad*, Carl Sandburg's *Abe Lincoln* (children's edition) W.H. Auden's *September 1, 1939*, and Churchill's *The Iron Curtain*.

Wellness & Sport

Washington Latin's athletic program sets the wellness of the student, the cultivation of team play and sportsmanship at the center of its educational mission. All children, whatever their level of athletic giftedness and skill, will learn early the importance of mental toughness, hard work, fairness and *esprit de corps*.

General physical conditioning and training for strength, along with the acquisition and improvement of specific skill sets, will take place within an environment that is truly inclusive. Both boys and girls will enjoy the opportunity to compete in settings in which the spirit of the game is paramount.

All students will be required to participate in organized after school sports. In 2006, offerings will include cross country, soccer, basketball, baseball, fencing and crew.

The School will assist all Prep I students in creating their own *Personal Wellness Program*. (Required for Promotion) Each student will be expected to set personal goals and track their success. They will use their emerging understanding of journaling, math and science to help create their own regime of sleep, diet, exercise and reflection. (See Upper School program for more detail.)

The Upper School Program (First Form through Sixth Form)

Washington Latin's Upper School will relate to the Lower School as the frame of a house relates to the foundation. The great subjects of learning remain the same, except that a modern foreign language is added. The house is fitted to the contours of the foundation. Nevertheless, the building materials are different, more varied, and in some cases, less concrete.

Both the level of complexity and the methodologies employed to engage students in that complexity are markedly different from anything the students have experienced in grade school. Expectations are different. Assignments are different. Teaching strategies are different. The daily routine is different. No longer are students in a comfortable "home room" that is visited by content specific teachers. Now students move in small cohorts from room to room, subject to subject and teacher to teacher.

The configuration of the classrooms will be different. Even the dress code will be different. The memorization of "facts," recitation of grammatical rules and repetitive drills to achieve automaticity in mathematical computations will give way to interactive pedagogies that are time-tested and age-appropriate.

The fundamental literacies and competencies achieved during Prep I and Prep II will be doubled and squared as students are invited to reflect, infer, associate, question—and even to frame the question. As neat rows of desks give way to the oval Harkness table and uniforms give way to business dress, the efficiency of direct instruction will give way to the give and take of Socratic teaching and learning.

In Washington Latin's Upper School, a highly interdisciplinary program of literature-based learning will insure that composition is more than grammar, history is more than chronology, mathematics is more than "bean counting" and that science moves young scholars to the very edge of mystery.

At the same time, the School's emphasis on music, poetry, dance and drama will double and square each student's sense of aesthetic value and help them to see how every area of human endeavor can participate in formal beauty. In this way, Washington Latin students will be provided with more than a mere window on the world. They will be helped to construct their own worldview. The wide range of classical, global and contemporary sources they encounter will enable each student to move beyond the radical discontinuity between truth and knowledge that has so plagued both modern and post-modern constructs of reality.

In fact, the thorough *integration* of Washington Latin's curriculum is an academic expression of that deeper *integrity* that will be a central component of the school's ethos. The integration of the disciplines will be matched by the integrity of the teachers. The human element will not be minimized.

At Washington Latin, all scholars will be treated as young women and young men. Within an atmosphere of trust and mutual respect, each one will be offered the challenge of high standards and the support to achieve them. All of the School's programs have been built on the assumption that learning is a privilege, while what one does with that learning is a responsibility.

Guided by the School's motto, *Virtus Sola Nobilitat* (Virtue Alone Ennobles), Washington Latin students will be prepared for vocations and careers rooted in personal sacrifice and public service.

Modern Languages (English, French and Chinese)

The Washington Latin Upper School program in English will be built on the individual levels of literacy or fluency each student has achieved been during the Lower School years. Every student coming to the school from Washington Latin's Lower School program will come with English language competency sufficient to enter the First Form—and with an SSP to assist the Upper School English faculty in creating the best English grammar and literature experience.

The modern languages offered at Washington will be English, French and Chinese. Both the French and Chinese language programs are being designed to be accessible to those who have done no previous work in a foreign language. In English, the program anticipates significant deficiencies—especially in students who enter Washington Latin from other grammar school programs.

The English curriculum is designed to introduce students to various critical approaches to literature and language in the full expectation that those students will go on to higher learning and a lifetime of reading and reflection. It will provide essential tools for understanding various genres and specific schools of writing. In helping students to read texts in the light of their contexts and with due attentiveness to each author's social and political situation, it will emphasize the commonality of human nature and the similarity of all human experience.

Although each student will be exposed to a wide selection of texts, Washington Latin's program aims more at depth than breadth. The methodology is not survey, but analysis. The goal is not coverage, but mastery of a few great texts.

The *Little Library* identified by the Editorial Board of the Universal Literacy Project at Columbia University will serve as the core of the program. The utilization of this carefully edited shelf of classic texts and critical primary sources will enable Washington Latin students to attain a level of verbal and cultural competency that raises the ceiling of public education.

Each instructor will bring to the classroom special expertise in reading, writing or public elocution. In small Socratic settings, teachers, interns and students will advance together in their capacity to read with discrimination, discuss with passion, and write with clarity, balance and style. A sampling of texts includes:

First Form (Seventh Grade): *The Poetry of Robert Frost*; Gaines' *The Autobiography of Miss Jane Pittman*; Steinbeck's *Of Mice and Men*; Robert Lancelyn Green's *King Arthur and His Knights of the Round Table*; and Elizabeth B. De Trevino's, *I, Juan De Pareja*.

Second Form: Golding's *Lord of the Flies*; Lee's *To Kill a Mockingbird*; Shakespeare's *Julius Caesar*; Miller's *The Crucible*; *The Autobiography of Benjamin Franklin*; *The Journal of John Wesley* and Laurence Yep's, *Dragon Wings*.

Third Form: Hemingway's *The Old Man and the Sea*; Homer's *The Odyssey*; Knowles' *A Separate Peace*; Jonathan Swift's *Gulliver's Travels*; Victor Hugo's, *Les Miserables* (abridged); Charles Dickens, *A Tale of Two Cities*; James Langsten Hughes', *Selected Poems* and Jane Austen's, *Pride and Prejudice*.

Fourth Form: Hardy's *Tess of the D'Urbervilles*; Fitzgerald's *The Great Gatsby*; Tennyson's *Idylls of the King*; Wiesel's *Night*; O'Neill's *Long Day's Journey Into Night*; Hawthorne's *The Scarlet Letter*; Dostoevsky's, *Crime and Punishment*; and Kafka's *The Trial*.

Fifth Form: Miller's *Death of a Salesman*; Shakespeare's *Hamlet*; Emerson's *Nature*; Thoreau's *Walden*; Finch's *Common Ground*; Carroll's *Alice's Adventures in Wonderland*; *The Poetry of William Blake*; Eliot's *The Wasteland*; Arthur Koestler's, *Darkness at Noon*; and Ralph Ellison's, *The Invisible Man*.

Sixth Form: Conrad's *Heart of Darkness*; Leo Tolstoy, *Great Short Works of Leo Tolstoy*; Morrison's *Song of Solomon*; Shakespeare's selected plays, *Macbeth*, *Romeo and Juliet*, *A Midsummer Night's Dream* and *Merchant of Venice*; Sophocles' *The Oedipus Cycle*; Chaucer's *Knight's Tale*; and Milton's *Paradise Lost*.

The Washington Latin Modern Language Program—"C.L.A.S.S." (*Comprehensive Linguistic and Societal Studies*)—will prepare its students for citizenship in a global village. It is designed to help each one achieve both literacy and fluency in Chinese or French, while gaining a modest familiarity with the art and culture that the language expresses.

This imaginative approach will bring together a formal language classroom and advanced language lab work with conversational language usage and cross cultural studies. This activity-based teaching and learning experience will be a significant part of each student's preparation for meeting and exceeding the graduation requirement of fourth-year or "ready reading" modern language competency.

Beyond the required fourth year requirement, the School will provide an optimum setting for those students who might wish to pursue a further language studies within a rich cross cultural milieu. Through a semester abroad, a sister relationship with a foreign academy and the unique resources of the Chinese and French embassies, the C.L.A.S.S. program will insure that those desiring in-depth exposure to another language and culture will enjoy ample opportunities for learning.

French

The French Program will begin with French I and continue through preparation for the Advanced Placement Examination, the program will offer exposure to a rich repository of literature, both modern and contemporary. By commencing with *Les Aventures du Petit Nicolas* and going on to great short works such as Sartre's *Les Jeux Sont Faits*; Anouilh's *Le Voyageur Sans Bagage*; and Camus' *L'Etranger*, students will be introduced to the singular characteristics of French philosophy and letters. In a Senior Seminar, Sixth Formers will also have the opportunity to carefully critique Blaise Pascal's *Lettres Provinciales* and *Pensees*.

Although there isn't any perfect English equivalent for the French word "appariement," it is their way of pairing up French and American schools. An "appariement" isn't merely an exchange program. It is rather a framework which, at the end of a fairly long process, creates an official, state-approved, link

between an American and a French school. The School is already in touch with the French Embassy and is making application to create such a partnership.

Chinese

The Washington Latin Chinese program will also follow the **C.L.A.S.S.** model. Traditional classroom instruction and state-of-the-art lab work will be supplemented with interdisciplinary studies and an immersion experience in Chinese culture. The School will be working with Fang Qingchao, First Secretary of Education for the Embassy of the People's Republic of China in the United States, to create a comprehensive Upper School curriculum, cross-cultural programs, teacher training and an exchange relationship with a selective Beijing High School.

One of the ways The Washington Latin School will achieve excellence across its disciplines within the budget constraints of a new school is to simply offer fewer classes. There are virtually no electives in the School's curriculum. Particularly in foreign language, the cost of a comprehensive program dictates focus and particularity. Over time, the unique opportunities for the comprehensive study of French and Chinese language and culture will become distinguishing mark of the school.

Science

The goals of Washington Latin's program of *Science, Mathematics & Technology* include encouraging the scientific spirit itself, heightening the powers of observation, and reinforcing empirical modes of reasoning essential to scientific progress. The relationship between physics and *metaphysics*—between discovery and reflection will not be lost.

Classroom instruction will be supplemented by extensive hands-on experimentation, lab work and field studies designed to lay a solid foundation for university math and science offerings. A program to prepare a select number of students to compete for Intel Scholarships and other prizes will be established.

At Washington Latin, math, science and technology will be taught within the context of a broad humanistic course of study. The traditional corpus of knowledge, beginning with Life Science and Earth Science and continuing through programs in Astronomy, Biology, Chemistry and Physics will be enhanced by continuous interaction with writers, artists, poets, philosophers, ethicists, and theologians. Issues of aesthetics, moral responsibility and public policy will be an integral part of the curriculum. Environmental stewardship will be a vital concern.

Washington Latin's approach to Science (formerly called natural history or natural philosophy) is rooted in man's insatiable need to explore and comprehend his own physicality and the world he inhabits. Therefore, a primary goal of the science program will be to facilitate this fundamental empirical impulse in ways that occasion still deeper observation and reflection.

Former Harvard President, James Bryant Conant (himself a scientist) defined science as "experimentation and observation...fruitful for further experimentation and observation." At Washington Latin, science will be that—and more. It will be an avenue for each student to explore his or her own identity and significance, and to survey the shoreline of mystery.

Historically, basic science has been all about variety *and* particularity. Every time we speak of a "universe," we assert that beyond the variety there is a certain unity. Coleridge defined the essence of beauty as "unity in variety."

At Washington Latin, the faculty will strive to instill in every disciplined observer of the world that radical curiosity which pursues observable phenomena beyond variety to unity—and even to beauty. While equipping students with essential scientific information and developing their capacities for observation, analysis and interpretation, teachers will also seek to encourage that sense of humility and wonder expressed by Einstein when he wrote that "something deeply hidden is behind all things."

In the First Form, students will ask the question, "What is Life?" Their responses will lay the foundation for simple experiments in taxonomy, anatomy, physiology and research on the cell. During this year of Life Science, they will build on competencies and "facts" learned in Lower School. They will improve their abilities in library-based research, lab techniques, note taking, and quantitative reporting.

Students in the First Form will be introduced to a general history of the Age of Science. Through an introduction to the life and work of Johannes Kepler (1571-1630) they will encounter a pioneer of modern science in whom childlike wonder and solid learning were perfectly wed. They will be invited to reflect on that particularly fruitful cast of mind in which meticulous habits of observation and neo-Platonic confidence in the existence of a mathematically ordered cosmos opened the way for the Scientific Revolution.

In Second Form, the focus will shift to Earth Science—again building on more elementary concepts mastered in Lower School. An introduction to Isaac Newton's *Principia* focusing on his mechanics, motion, particle theory and optics will lay the groundwork for further inquiry into the scientific method and elementary work in geology, tides and meteorology. At this level, maintenance of the school's weather station will become an important part of the learning experience.

In the Third, Fourth, and Fifth Forms, students will study Biology, Chemistry and Physics respectively, thus preparing them for college entrance. Astronomy and Geology will be offered as electives. In the first years of the school, other specific Advanced Placement offerings will be offered, depending on the particular learning and expertise of the new Washington Latin faculty.

With the support of several institutions, including The Smithsonian Institution, The National Geographic Society, and The Rock Creek Park Nature Center and Planetarium, students will use the Potomac River watershed as a learning laboratory.

Mathematics

Washington Latin's math program is being designed to develop each student's reasoning and problem-solving skills, to enable scientific experimentation and to lay a solid foundation for college work. Mathematics will be treated as a language with a particular logical structure and an exacting system of symbolization by which elements of reality can be apprehended. Beyond the obvious utility of math studies, Washington Latin students will gain a new and deeper appreciation for the staggering order and precision of the whole sidereal system.

Within the sequence of the School's mathematics courses, traditional skills will be stressed even while creative problem solving is encouraged. Computers, graphing calculators and other advanced technologies will be employed.

In 2006-2007, First Form Mathematics will leverage The University of Chicago School Mathematics Project (UCSMP) that was founded in 1983 with the aim of upgrading mathematics education in elementary and secondary schools throughout the United States

Washington Latin will use the first year of the UCSMP Secondary School curriculum entitled "Transition Mathematics" which weaves together three themes—applied arithmetic, pre-algebra, and pre-geometry—by focusing on arithmetic operations in mathematics and the real world.

The course introduces algebra by examining three uses of variables (pattern generalizers, abbreviations in formulas, and unknowns in problems) and variable representation on the number line and coordinate plane. The course also introduces basic algebra skills and connects geometry to arithmetic, measurement, and algebra. The curriculum emphasizes reading, problem-solving, everyday applications, and the use of calculators, computers, and other technologies.

First Form Mathematics will also utilize Sanderson Smith's book "Agnesi to Zeno," a text that allows students to understand important moments in the history of mathematics. Its engaging vignettes introduce concepts, events and people—notable mathematicians, educators and others who use mathematics in their everyday lives. Vignettes also highlight the contributions of the world's many cultures to the development of mathematics.

Activities will encourage writing, in-depth research, and class discussion and will help students apply the concepts developed by Euclid, Maria Agnesi, Benjamin Banneker, and many others.

The required sequence will include Algebra in the Second Form, Geometry in the Third Form, and either Trigonometry, Algebra II or Geometry II in the Fourth Form. Those in Fifth and Sixth Form will be able to study Calculus, Vector Analysis and Advanced Placement Calculus.

The AP Calculus offered will cover polynomial, exponential and logarithmic functions. With its emphasis on a modeling approach, this course will serve as a brief introduction to Calculus as applied to business, as well as to the behavioral, social and natural sciences.

This AP course will fulfill the syllabus requirements of the College Entrance Examination Board. Other Advanced Placement offerings will be based on the breadth and depth of the math faculty.

The School required offerings, which represent *achievement* standards as well as content standards, exceed emerging national and District/MCAS standards.

As funding is secured, Washington Latin will offer training in specific technologies that serve the larger academic mission of the School. Both high-tech business innovators and university partners will be recruited to supplement the School's teaching resources. A student supervised computer laboratory and a state-of-the-art weather station will be early examples of the "hands on" approach to applied mathematics that will characterize the entire Washington Latin program.

Latin, Classics & Global Literature

Both the educational failure and the erosion of cultural coherence that define our time are, in large part, by-products of the intellectual sin of *presentism*. This academic transgression is committed when both teacher and student judge the corporate wisdom of 5,000 years in the light of the latest socio-political

fashion—rather than the other way around. Just as the best schools have always resisted such tendencies, Washington Latin's program will seek to bring the full weight of the past to bear on the present.

Washington Latin's *Department of Latin, Classics & Global Literature* will focus on "the examined life" and present a balanced survey of classical and non-classical sources. Drawing upon both sage and saint, it will introduce each student to the timeless texts that stand as monuments to man's quest for meaning.

The School's extensive program will be unique among the District's schools—public or private. It will offer a vigorous and scholarly approach to world-historical texts, tailor-made to achieve what John Locke called "the principling of youth." By drawing into a single department of learning the best of antique literature (both classical and cross-cultural) the School will lay the best foundation for character formation and acknowledge its inestimable debt to the past. Washington Latin students will *stare super antiquas vias*—"stand on the old paths."

The Washington Latin program will seek to instill a reverence for antiquity in every young scholar. It assumes that no viable understanding of the post-modern West can be achieved without familiarity with Greco-Roman culture, the Jewish-Christian prophetic tradition and wide exposure to significant non-Western texts.

The approach to learning will be built on a foundation of respect for what William James called "the varieties of religious experience." The faculty will *support* the traditions that each family brings to the school. They will ensure that no student is marginalized, either in classroom discourse or in the lively community of school life.

The texts employed will not be an insipid shelf of secondary readings chosen for their incapacity to spark lively debate. On the contrary, this program will draw upon a recognized canon of classical antiquity that provides both a vital spiritual vision and a framework for fruitful consideration of life's larger questions.

As always, the greatest, most perplexing issues faced by today's youth are the timeless spiritual and philosophical questions of identity and meaning. Today, as never before, the great issues of international relations and global peace demand a certain competency in world-religious thought. The discussion of religious insight and expression will not be contraband. Students will be invited to wrestle with the issues of building viable, tolerant communities and allowed to struggle with personal matters of ultimate concern.

Along with classical and other world-historical sources, the literature of conscience at Washington Latin will include a rich collection of histories, biographies and significant public utterances. Specific titles will include Stephen Ambrose's, *Undaunted Courage*; Martin Luther King, Jr.'s *A Testament of Hope*; Jonathan Edwards' *The Nature of True Virtue*; John F. Kennedy's *Profiles in Courage*; and Nelson Mandela's *The Struggle Is My Life*.

Latin

In the First Form, students will build upon basic word lists and cross-cultural studies mastered in Lower School. They will take up *Wheelock's First Year Latin*, studying forms, syntax and vocabulary, with an emphasis on English derivations from Latin roots. This program will build on the accomplishments of

those students who have made significant gains in their Prep Years while providing a good starting point for students new the School. The Washington Latin program will NOT preclude the success of any student for whom Latin is a new discipline.

By Third Form, the emphasis will change. While still reinforcing the fundamentals, the coursework will begin to focus on the achievements and values of the Classical world. Through exposure to authors including Cicero, Seneca and Marcus Aurelius, students will hear Rome's civic voice and begin to contextualize the 18th century, the Enlightenment and the emergence of liberal democratic institutions. Through exposure to Ovid, Virgil, Plautus and other poets and playwrights, students will enter into the profound tragedy, comedy, nobility and farce that define the experience of every life.

Thus, by middle of the Upper School experience, Washington Latin students will already be prepared for the National Examinations in Latin and the College A.P. exam. As they progress, they will gain a deeper understanding of their own political culture, a keener awareness of its historical situation and a richer appreciation of our common humanity. They will also find the key to a hitherto closed world of literature and philosophy that will nurture them for the rest of their lives.

At every point, the discussion of antique texts will be informed by those *Public Virtues* that effectively constitute the School's *Standards and Etiquette*.

- I. *Pietas*.. Reverence
- II. *Integritas*...Integrity
- III. *Veritas*...Truth
- IV. *Assiduitas*...Industry
- V. *Simplicitas*...Simplicity
- VI. *Aequitas*...Equity (Justice or Fairness)
- VII. *Fidelitas*...Loyalty
- VIII. *Civitas*...Citizenship
- IX. *Audacia*...Courage
- X. *Perseverantia*...Perseverance
- XI. *Clementia*...Mercy
- XII. *Humilitas*...Humility
- XIII. *Liberalitas*...Liberality
- XIV. *Temperantia*...Moderation (Self-Control)

Logic, Rhetoric & Public Elocution

Washington Latin's thorough approach to formal rhetoric and logic will represent a significant enhancement of secondary school course work within the United States. More than an exercise in pedagogical nostalgia, the program will introduce a genuinely innovative amalgam of traditional sources and contemporary utterances carefully designed to prepare scholars to "think on their feet" and give effective voice to the issues of their generation.

In the First Form, scholars will be introduced to Ramean Logic, deductive reasoning, fallacy analysis and several techniques of polemic. They will be taught to recognize and practice various modes of reasoning, both as preparation for competitive debate and to equip for engaged citizenship. They will also begin their training in formal debate.

In the Second Form, scholars will become familiar with *Robert's Rules of Order*. Upon entering the Second Form, students will begin a term-long study of Cicero's *Rhetoric*, the most important text in the history of the craft. They work through "The Five Arts" of *Invention, Arrangement, Style, Memory, and Delivery*.

In the Third Form, scholars will follow the development of rhetoric through Quintilian and Aristotle. They will reflect on the changing relationship between philosophy (substance) and rhetoric (style) that emerged during the Middle Ages. Their practicum will consist of continued work in formal debate. They will also submit themselves to audio-visual "feedback" of a declamation or oration and deliver oral critiques of advertisements.

From the beginning of Fourth Form until graduation, the Washington Latin program will focus on intramural, junior varsity and varsity Debate and Forensics. Active participation in speech competitions sponsored by the *National High School Forensic Association* and the preparation of delegations sent to the *Model United Nations* will be significant elements of the program.

Washington Latin students will read the American Puritan and post-Puritan forms of the "Plain Style" and study various cross-cultural sermonic and oratorical traditions in the United States. They will discuss and deliver effective speeches drawn from such sources as William Safire's, *Lend Me Your Ears*. The periodical, *Vital Speeches*, will be an early subscription in the School's new library.

Each spring, the school will participate in city-wide Intervarsity Forensics Competitions. (Howard University has an extensive high school program.) The School will also sponsor its own inter-varsity competitions at which time it will award prizes in several categories. Distinguished members of the larger community will serve as judges. The highest award will be *The Patrick Henry Prize*, given each year for the best original oration.

Creative & Performing Arts

As is the case with the Lower School, Washington Latin's Upper School course offerings in Visual and Performing Arts will be supplemented by formal relationships and joint programs with other cultural institutions throughout the District of Columbia and the metro region. The School will also reach out to prominent artists and performers with a tangible commitment to fostering arts education in the United States.

Honoring the School's namesake, courses in Surveying, Architecture and Design will also be offered. Students who wish will be able to study Elements of Design, Landscape, Architectural Theory and Mechanical Drawing during four of their six forms. The design team is already in conversation with the American Institute of Architects, seeking help in the design and delivery of its offerings.

Washington Latin is committed to "teaching through the arts." Every Washington Latin student will experience the arts as a living thing, as well as an integral part of their formal academic training. Through participation in the arts, they will come to appreciate the subtle relationships between history and myth...culture and civilization....science and philosophy...fact and truth. In the works they create, they will be better able to see themselves.

The development of a comprehensive scope and sequence for Visual and Performing Arts will await the appointment of Washington Latin's first Art Instructor and Department Chair.

History, Geography & Civic Responsibility

The aim of Washington Latin's *Department of History and Civic Responsibility* will be to equip each student for informed citizenship and citizen leadership. In the belief that history affords a faithful account of what man has done and been, Washington Latin's program is being designed to emphasize both the greatness and the infirmity of the human condition. The approach taken represents a fundamental departure from traditional high school "social studies"—at least as it has been taught during the last generation.

Although the concept of history includes social studies (i.e. the application of the social sciences to the examination of tribes, cultures, civilizations and social structures), it demands something much more basic. History, as a department of scholarly inquiry, concerns itself with the great achievements of individuals throughout recorded time.

Thomas Carlyle once observed that "the history of the world is the history of great men [and women]." At Washington Latin, the study of history will be something more. It will employ significant philosophical sources to help each student develop his or her own understanding of *how* history is recorded. Washington Latin students will not only study history. They will be trained to conceive it and to write it.

The School's program will be rich in biography and autobiography. The past will be approached through close readings of primary sources. The temptation to teach history as a mere chronicle of names, dates and wars will be resisted. So too will be the inclination to rely too heavily on emerging social theories. The program will seek to let the past speak in its own voice.

Along with and understanding of historical "facts," Washington Latin's students will receive training in historiography. Each young scholar will be coached in the "case study" approach to history and civics, thereby gaining an essential tool for future work in the social sciences.

As far back as Herodotus (484-425 BC), Strabo (64 BC-22 AD), and Ptolemy (90-168 AD) geography has been regarded as "the first science." Formal study of Geography will be an important part of Latin's departmental offerings. The school will work with the National Geographic Society to develop its scope and sequence.

The School's program offerings in History, Geography & Civic Responsibility are being designed to allow students their first exhilarating brush with great thoughts, great thinkers, and the movements they have spawned. Monuments of human genius, both Western and non-Western, organized in appropriate surveys, will form the core of the curriculum. Specific offerings will include:

In the First Form, a sweeping survey of Western Civilization from the Age of Pericles to the present, including units on Ancient Egypt, Ancient Israel, Classical Greece, the rise and fall of Rome, the High Middle Ages, the "Dark Ages," the Italian Renaissance, the Reformation, the Enlightenment in France, ideologies of the 19th century, National Socialism in Germany and the Holocaust, and heroes of the 20th century (including Churchill, Gandhi, Martin Luther King, Jr. and Mother Teresa.)

In the Second Form, students will study World Geography, Cartography, and the History of Navigation. The great sea-lanes of world history will become avenues for gaining a basic understanding of the political and economic emergence and alignment of contemporary nation-states. Special attention will be paid to the development and evolution of trade on the Potomac and the early history of the region.

In the Third Form, students will study the political history of England from the reign of Elizabeth I to the end of the 18th century, focusing on the development of constitutional self-government and the rule of law.

In the Fourth Form, students will investigate selected civilizations of Asia and Africa. Through exposure to the cultures of China, Japan, the Islamic Middle East, India, and sub-Saharan Africa, they will gain a new appreciation for a wide diversity of religious, philosophical and social systems. They will also acquire a greater understanding of the complexity and interdependence of the world they inhabit.

In the Fifth Form, a survey of American History from the migration of indigenous cultures to the present, students will pay special attention to the Civil War, Lincoln and Lee, and the issues of race and immigration. During the second semester, visits to a major brokerage house and some Tech Corridor venture capital start-ups will provide a unique backdrop for the introduction of free market theory.

Students will be asked to compare the industrial monopolies regulated by Roosevelt with the current proliferation of multinational corporations. They will also explore the difficult free speech, privacy and anti-trust issues created by today's emerging information economy.

In the fall of Sixth Form, students will be enrolled in Introduction to Political Science. In what will hopefully become a school tradition, seniors will spend a part of their spring term traveling with the Head Master on a tour of Massachusetts—a full-term credit course, *The History of Democracy from John Cotton to John Kennedy*.

West Parish Church in Barnstable, Massachusetts (gathered in London, 1616 with its present meetinghouse on Cape Cod built in 1717) will serve as a backdrop for the discussion of John Cotton, the Cambridge Puritans, and pre-democracy in the 16th century.

Then students will be off to Hingham's "Old Ship" meetinghouse (the oldest religious building in America, built in 1681) and Plymouth Plantation to discuss democracy in the church meeting as it evolved in the 17th century. Then it will be on to Historic Deerfield to experience democracy in the 18th century town.

From there they will travel to Sturbridge Village to trace the democratic impulse through the 19th century, including postbellum expansion, the emergence of voluntary associations, and Fredrick Jackson Turner's influential theory regarding *"The Significance of the Frontier in American History."* After rural Sturbridge, the students will visit the restored mills of Lowell where they will consider the birth of the modern labor movement and the impact of immigration on politics and culture.

The examination of 20th century democratic theory will commence with a one-day seminar at Harvard University's *Institute for Politics*, after which the students will dine at the *John F. Kennedy Presidential Library* in South Boston. There, they will read and discuss Kennedy's *Farewell to the Massachusetts Legislature*, a brilliant, if somewhat romantic, expression of the modern democratic mind.

Key primary sources will include *The International Declaration of Human Rights*, *Poems from Tiananmen Square* and Vaclav Havel's *The Power of the Powerless* and Nelson Mandela's *Statement at the Rivonia Trial*.

This core curriculum will be enhanced by elective offerings including one seminar on Alexis de Tocqueville's *Democracy in America* and another reviewing Henry Steele Commager's *Documents of American History* (offered in alternate years). The emphasis on civics and citizenship will be the organizational principle of the entire program.

Wellness & Sport

As students move from Prep II to Washington Latin's Upper School, the importance of its athletic programs will become ever more important. After all, life is about more than personal wellness or preoccupation with the self. It is a team sport involving goal setting, discipline, cooperation, sacrifice, and even a little pain...all to achieve a worthy end.

As the Latin Lions take the field of competitive sport, it is with an eye to building character as well as physical prowess. Those who compete within the School or for the School will be expected to be valiant in contest, modest in victory and gracious in defeat.

At Washington Latin, the Health Office and Athletic Office will be combined into a single *Department of Wellness and Sport*. This department will coordinate sports and medicine into a comprehensive program of student wellness and athleticism. The School's program of health and health education will be administered in conjunction with the athletic program in a student-centered approach that takes seriously the vitality of each and every young scholar.

Initially the department will be staffed by an off site consulting physician, a part time on-site nurse and a faculty member who also serves as Sports Director. The task of this office will be to (1) maintain a well appointed health station within the school, (2) keep accurate records on the fitness of each child, and (3) work with students to develop and maintain their Personal Wellness Program, and (4) oversee the development of competitive clubs and teams.

Teachers, coaches, faculty advisors and the School Nurse will work together to help each student use his or her emerging understanding of math and science to customize a personal program of sleep, diet, exercise and reflection. Matters of human sexuality will be addressed in a moral setting that acknowledges the seriousness of the issue, the dignity of the individual and the convictions and sensibilities of the students—and those of their parents.

Through their emerging awareness of social issues related to their own health and wholeness, students will be asked to develop initiatives to promote an obesity-free, smoke-free, drug-free and alcohol-free environment within the School. Thus, what they learn in the classroom and practice in their personal lives will help to create and maintain a school environment in which each individual's rights are taken seriously.

The School's athletic clubs and teams will evolve as the student body grows and various teachers bring their divergent coaching abilities to the school. In the 2006-2007 academic years, The School will field teams in cross-country, soccer, basketball, baseball and fencing. The School will also organize "life sport" opportunities such as ice-skating, golf, tennis, and hiking. Eventually, the School will seek to add competitive varsity teams in Football, Track, Men's Lacrosse, Women's Field Hockey, Squash, Tennis and Golf.

Because the School is located in Washington, D.C., the Committee will reach out to recruit involvement from the town's new Major League franchise, the Nationals. Latin's baseball teams will play to win!

While building a winning tradition takes time, the engagement of the entire student body and their parents in competitive team sports will be a matter of the highest priority. Every young scholar will have the experience of team sports. Achievement in the classroom will not be sublimated to prowess on the playing field. The School will play to win, but it will not compromise the ethical and academic standards that are at the heart of its special mission.

Continuing process of Curriculum Development

The process of curricular and program development is constant and ongoing. In fact, the design team of a school can have a highly developed educational plan—as Latin does—but what is actually taught in a classroom is, in large measure, a product of the knowledge and experience of the faculty who stand and deliver.

Methods of Instruction

The Washington Latin School will be two schools—a Grammar School and an Upper School. The curricula employed, pedagogical approaches implemented, and the entire teaching and learning environments will differ significantly between Prep II and First Form.

In the Lower School, the primary method of instruction will be Direct Instruction. Following the *Trivium* of Grammar, Logic & Rhetoric, Washington Latin will begin with proven curricula and pedagogical approaches that are research based, and developmentally appropriate.

Project Follow Through, the largest educational study ever done, costing over \$600 million, and covering 79,000 children in 180 communities over a 5-year period, has conclusively demonstrated what many classroom teachers have always known. Direct Instruction—that is grammar school classrooms built around specific and finite surveys of information to be *memorized* and specific skill sets to be *mastered*, are more successful than so called "student-centered" learning models where the teacher is encouraged merely to be the "facilitator" or the "guide on the side." (Results analyzed by the Stanford Research Institute (SRI) and Abt Associates of Cambridge, MA).

Specifically, desired positive outcomes included basic skills, cognitive skills ("higher order thinking") and affective gains (self-esteem). In fact the study demonstrated that "kids receiving true direct instruction were much more likely to graduate from high school and to be accepted into college and to show long-term gains in reading, language, and math scores."

The Committee members recognize that no specific approach is a "silver bullet." Direct Instruction, like any other method, depends on the competency and preparation of the teacher. Indeed, direct instruction demands a great deal of the teacher. At Washington Latin, a part of the orientation of every teacher will be exposure to *The Seven Laws of Teaching*, a classic text by John Milton Gregory.

1. The Law of the Teacher

Teachers must be fully equipped with the knowledge they wish to communicate.
Fresh study and preparation are keys to enriched teaching.

2. The Law of the Learner

Student interest and attention must be generated by the teacher.
A teacher's enthusiasm is contagious with students.

3. The Law of the Lesson

Lessons are best begun with common and familiar experiences.
Excellent teachers understand the background of their pupils and use it as a starting point.

4. The Law of the Language

The words used by teachers must be easily understood by students.
Illustrations, natural objects, and visual aids are important to good communication.

5. The Law of the Teaching Process

Expert teachers arouse and direct self-activities by their students, thus stimulating them to learn for themselves.
Student skills grow with practical exercises involving their minds.

6. The Law of the Learning Process

Excellent education helps learners to be investigative discoverers.
Real and valuable learning is more than memorization.

7. The Law of Review and Application

Review perfects knowledge, confirms knowledge, and makes knowledge ready and useful.
Practical reviews are characteristic of excellent teachers.

In the Upper School, the primary method of instruction will be the Socratic Method, a technique employed by Socrates and recorded in Plato's *Dialogues*.

Socratic Teaching and Learning in Harkness Classrooms are at the very heart of the methodology that will be employed at Washington Latin. Teacher-as-lecturer will not be the model. The grammar stage of memorization and recitation—valuable with younger students—is simply not developmentally appropriate for young women and men. The school's classrooms will be Socratic by design *with students as the primary presenters*. All teachers will receive extensive training in leading highly participatory Harkness classes.

By emphasizing observation and experimentation in the sciences, the case-study method of historical inquiry, teaching through the arts, and Socratic interchanges in the classrooms, Washington Latin students will—at every turn—be asked to reflect, create, imagine, express and build.

Winston Churchill once quipped, "First we shape our buildings, and then our buildings shape us." Sterile cinderblock and linoleum cubicles with rows of metal desks will not be the environment in which Washington Latin Lions are educated. The very essence of the Washington Latin program will be the *collaborative learning* experience of the Harkness Classroom.

Designed by educator and philanthropist, Edward Harkness, these classrooms ideally accommodate 14 scholars seated around an oval table to engage in a Socratic interchange of ideas. In schools like Exeter and Lawrenceville, this pedagogical innovation has proven successful over many years.

Five characteristics of the Socratic Method are:

1. **It is skeptical.** It begins with Socrates' real or professed ignorance of the truth of the matter under discussion. This is the Socratic irony which seemed to some of his listeners an insincere pretense, but which was undoubtedly an expression of Socrates' genuine intellectual humility. This is not the skepticism of the Sophists which was nihilistic and final. Socratic doubt was and is an assumed approach to any subject and an indispensable first step in the pursuit of knowledge.
2. **It is conversational.** It employs the dialogue not only as a didactic device, but as a technique for the actual discovery of various opinions. Every student at Washington Latin will have a voice and will help to frame the question on the table. In Socratic classrooms, truths unfold as someone's hasty observation on the poem, play, essay or idea being discussed is met by other insights. The Socratic method is dialogical, birthing genuinely new ideas through thesis, antithesis and synthesis.
3. **It is precise and definitional.** In Socratic learning, one goal of knowledge is to know the meaning of things, including clear-cut concepts of justice, piety, wisdom, courage, etc. Socrates tacitly assumed that truth is embodied in correct definition. Precise definition of terms is held to be the first step in the problem solving process.
4. **It is empirical or inductive.** Proposed definitions are criticized by reference to particular instances. Socrates always tested definitions by recourse to common experience and to general usages.
5. **It is deductive** in that a given definition is tested by drawing out its implications, by deducing its consequences. The definitional method of Socrates represented a singular advance in the field of formal logic. Indeed, Washington Latin's program of formal logic is an indispensable component in the success of the entire Socratic project.

Students with Disabilities

It is not possible to know how many students with significant learning differences will choose to matriculate at Washington Latin. Research and conversation with professionals has demonstrated that between 10 to 15% of students in the District of Columbia public school system are identified as disabled. Therefore, for budgetary purposes we have assumed that approximately 12.5% of the School's students will require special needs services. However, if the special needs population exceeds 12.5%, additional resources will be made available. All special needs students will be well served.

Identification

Because every student in the School will have a Student Support Plan (SSP), the Child Find Function by which the school identifies students with disabilities will be built into the extensive testing that is a part of every new student's orientation. The School's wide-ranging programs of intervention and academic support will help to ensure that there is no over-designation. These same ongoing programs will support the multi-disciplinary team approach to identification and response.

The School will review and test students in all suspected areas of special need, applying unbiased assessment tools that are culturally sensitive. The process will be one that takes a holistic, prescriptive look at each student—and a process in which parents are full and equal partners.

Administration and Allocation of Resources

The Business Manager and the Student Performance Coordinator will work closely with the entire administrative team to assure the all students enrolled at the Washington Latin School receive any and all special accommodations and services required.

The attached amended budget includes one full-time Special Education teacher. If assumptions are correct, this will be sufficient for the first year. Whether or not the same individual can administer both IDEA-2004 and 504 programs will be a function of the number of students served. Ms. Patterson is an experienced, certified Special Education teacher who has served on the Design Team and who has already signed a Letter of Intent. In this amended charter application, an additional administrator has been added so that Ms. Patterson can focus her efforts entirely on Special Needs students. In her more narrowly defined role, she will:

- ❑ Serve as the faculty advisor for Special Education students
- ❑ Teach pull out classes
- ❑ Mentor and train a Special Education intern
- ❑ Serve as the Section 504 Coordinator for the School (If the need arises, we will separate the administration of Special Education and 504 programs.)
- ❑ Ensure that the School's discipline policies also conform to section 504.
- ❑ Lead professional development programs (in August orientation and throughout academic year) to sensitize and train classroom faculty on the WL instructional model, strategies and all 504 mandates and guidelines.
- ❑ Coordinate the creation of individualized 504 Committees that include all mandated and interested parties.
- ❑ Communicate current section 504 eligibility criteria to all 504 Committee members.
- ❑ Communicate legal rights and program guidelines to parents and document consent for initial evaluation.
- ❑ Lead the Multi-Disciplinary team that will design and deliver instruction
- ❑ Write IEP's in conformity with IDEA-2004 and (section 504) criteria
- ❑ When needed, contract with adjunct instructors, service agencies or DCPS liaison.
- ❑ Report to the Academic Dean on compliance with all Federal and DCPCSA standards
- ❑ Assist administrators and grade level teaching teams in implementing strategies
- ❑ Supervise transfer of students in need of full-time special education placement.

The Model Employed

It is critical to note that the School will welcome students with significant disabilities as important members of its scholarly community. The School will not seek to identify Special Education students as a part of the registration process. The administration understands the School will be richer for the contributions they will make! In both curricular and extra-curricular activities, the School will employ an inclusive modal to ensure that each designated student receives the full benefit of a Washington Latin education within the least restrictive environment.

General classroom instruction will be supplemented by the School's comprehensive programs of interventions and student support opportunities. Additional pull-out strategies will be employed when needed.

For student's who, over time, demonstrate the need for services the School is not equipped to provide, the Multi-Disciplinary Team will work with parents as full and equal partners to ensure each one receives a FAPE. Based on IDEA-2004 regulations and standards, the School will work with the DCPS, End to End Solutions, and with other appropriate government and private social service providers to enhance the inclusive policies and practices of the School. (Washington Latin's Head Master is in the process of drafting articulated agreements with both DCPS and End to End Solutions.)

As a part of the School's accreditation process, the Design Team (and after the School is opened, the Accreditation Committee) will continue to consult with AALE staff on the implementation of all Special Education programs. This will help to ensure compliance with NCLB's mandates and standards for policy and practice. Training for all teachers in maintaining inclusive teaching and learning environments will be supported by our professional development contract with American University.

Strategies for Providing Intensive Academic Support

Washington Latin is designed to provide continuous academic support for each of its students. The School recognizes that for virtually all students, the scholarly society that the School represents will be an entirely new experience—and in some cases, a daunting one. Key elements of that support will include:

1. Intensive Testing and Individualized Learning Programs

Recognizing the "gap" between the educational experiences of incoming Prep I students and the expectations of Washington Latin, every student is tested at the very outset of his or her Washington Latin journey. Every Lower School student will have an SSP that captures his or her intellectual thumbprint and enables the faculty to tailor an individualized instructional program. All incoming students will also receive comprehensive sensory medical screening.

2. Student Orientation and Study Skills Seminar

Prep I will begin with a week long student orientation during which time students will be given valuable training in time management, note taking, research and writing, IT workshops, and other survival strategies and helpful hints. Students will sense that they are surrounded by people who are committed to their success.

3. Small Classes and Teaching Interns

Students are admitted to Washington Latin in cohorts of fourteen students. Lower School homeroom classes will be no more than two cohorts, or twenty-eight students. Upper School classes—excepting Science Labs and special lectures—will be in intimate "Harkness Classrooms" with fourteen students in the room. Because virtually every class will have both an instructor and an intern, students can be tracked even within an assigned unit or textual study and frequent tutorial opportunities will be available throughout the day.

4. Content Expert Grammar Instruction

Through an innovative method of faculty scheduling, even students in the Lower School will have specialists and not grade school generalists teaching basic competencies. In English grammar, math,

science, and rhetoric, subject specific teachers will move from room to room to work with students in calibrated groups.

5. Advisor/Advisee Relationships

Every Washington Latin Student (in the Upper School) will be assigned a Faculty Advisor. This special relationship will sustain the students throughout their six years in the Upper School. No Faculty member will have more than 28 advisees.

6. Extended School Day

The Washington Latin school day extends from 7:40 AM to 5:PM—except on Fridays when school is dismissed at 3PM. Although sports and clubs are the primary student activity between 3 PM and 5 PM, this extension of required time at the School will enable teachers and tutors to work with students who need extra academic support.

7. The Library and Learning Center

The Library and Learning Center will be a critical resource for every Washington Latin Student. From the day school opens, educational materials, periodicals, on-line collections and a knowledgeable and helpful Librarian will be readily available. Building a great collection—even through the acquisition of entire collections from estates and other academic institutions—will be a first priority of the school.

8. Advanced Scholars Program

As its students move into the higher grades, Washington Latin will offer A.P. coursework through an articulated relationship with American University and other schools.

A-3 STUDENT PERFORMANCE

Student Assessment

The Lower School Rubric for Benchmarking and Assessment

At Washington Latin, the assessment and reporting of all student outcomes will be a primary task of the Office of the Academic Dean. (Process will begin as soon as DCCAS requirements are finalized) Working with the Dean of the Upper School, the Student Performance Coordinator and, through them, the instructional faculty, the Dean of the Lower School and the Academic Dean will:

- ☐ Establish and review grade-level benchmarks in each subject area that meet all Federal and District requirements.
- ☐ Oversee the administration of standardized testing in September and April of each academic year.
- ☐ Write initial student entrance profile and draft preliminary SSP within 60 days after admission).
- ☐ Develop preliminary intervention strategy.
- ☐ Maintain secure academic records including grades, standardized test scores and SSP's, including *Creative Aptitude Profiles*.
- ☐ Develop and maintain current Longitudinal Studies on each Washington Latin Student
- ☐ Consistently provide accurate information to parents, government agencies, and the Accrediting agency. (AALE)
- ☐ Five times per year, each student's performance will be reviewed and, if necessary academic schedules and intervention plans will be altered.
- ☐ In partnership with the American University School of Education, annually review and assessment of data for the purpose of faculty evaluations and ongoing Professional Programs.
- ☐ Utilize assessment data in submitting regular and emergency faculty and staff recommendations to the Head Master.

Assessment Instrument	Reading	Writing	Rhetoric	Mathematics	Latin	History, Geography & Civics	Visual & Performing Arts	Wellness & Sport
Curriculum Based Assessment	X	X	X	X	X	X	X	X
Portfolio Assessment	X	X	X			X	X	
Class Participation	X	X	X	X	X	X	X	X
SAT-10	X			X				
MCAS	X			X				
ERB (ISEE)	X	X		X		X		
ERB (Wrap)		X	X				X	X
Performance/Exhibit		X	X		X		X	X

The Upper School Rubric for Benchmarking and Assessment Proficiency

At Washington Latin, the assessment and reporting of all student outcomes will be a primary task of the Office of the Academic Dean. Working with the Dean of the Lower School, the Student Performance

Coordinator and, through them, the instructional faculty, the Dean of the Upper School and the Academic Dean will:

- Establish and review grade-level benchmarks in each subject area as soon as DCCAS rubric is published.
- Oversee the administration of standardized testing in September and April of each academic year (September and April of each academic year).
- Create an entrance profile and, for students entering first forum from other schools, write an SSP within 60 days of admission.
- Maintain secure academic records including grades, standardized test scores and SSPs, including *Creative Aptitude Profiles*.
- Develop and maintain current Longitudinal Studies on each Washington Latin Student.
- Five times per year, each student's performance will be reviewed and, if necessary academic schedule and intervention plan will be altered.
- Provide annual and as needed accurate information to parents, government agencies, and the Accrediting agency. (AALE)
- In partnership with the American University School of Education, review, interpret and assess data annually for the purpose of faculty evaluations and ongoing Professional Programs.
- Utilize assessment data in submitting regular and emergency faculty and staff recommendations to the Head Master.

As has been stated, Washington Latin's continuing program of professional development, staffing and its application for Accreditation will be driven by student performance data.

Assessment Instrument	English	Foreign Language	Latin and Classics	Math	Science	Technology	Rhetoric	Visual & Performing Arts	Wellness & Sport
Curriculum Based Assessment	X	X	X	X	X	X	X	X	X
Portfolio Assessment	X		X					X	
Class Participation	X	X	X	X	X	X	X	X	X
SAT-10	X			X					
MCAS	X			X					
ERB (CTP4)	X	X		X	X				
Performance /Exhibit		X	X		X	X	X	X	X
ERB (WrAP)	X						X		
National Latin Exam			X						

Basis for Promotion and Graduation

The General Graduation Requirements (GGR) of The Washington Latin School was not the endpoint of efforts to design a comprehensive public school. They were the starting point. The following questions were considered:

-What will qualify a graduate for the most selective colleges and universities?

- What constitutes an educated person?
- What will render them good citizens and prepare them to be citizen leaders?

Having answered those questions, the curriculum was written backwards, beginning with the Sixth Form (12th Grade). The GGR of the School represents a legal contract with the parents, the students, and with all the stakeholders in the institution.

Within the context of a parent-choice public system, they will help to enable families to make an informed decision. In a school whose policies prohibit both grade inflation and social promotion, they are ever-present realities in student assessment.

The integrity of the GGR depends on the honor of the School's Governors who grant diplomas, the reliability of the administration they hire and on the diligence of the faculty they lead.

Requirements for Promotion from the Lower School (Prep II):

- A cumulative grade point average of 2.0*
- Demonstrated ability to read at grade level with comprehension
- Grade level mastery in mathematics as measured by the Massachusetts curriculum framework
- Demonstrated proficiency in research, writing and computation technology
- Demonstrated mastery of *Latin Primer, Book II* and ability to translate 500 words
- Completion of Personal Wellness Program
- Satisfactory public declamation
- Satisfactory written essay
- Passage of test on the U.S. Constitution
- Fulfillment of Citizen Leader Community Service Requirement

Requirement for Graduation from the Upper School

- A cumulative grade point average of 2.0*
- Passage of comprehensive examination in core literature
- Successful completion of four years of Mathematics and completion of Algebra II or Geometry II
- Six Years of Latin & Classics
- Four years ("ready reading") French or Chinese
- Satisfactory translation of assigned Latin prose or verse
- Satisfactory public oration
- Satisfactory essay on one of the fourteen Public Virtues
- Fulfillment of Citizen Leader Community Service Requirement

**Grade Equivalents*

100 to 93 = A (4.0)	Excellent
92 to 84 = B (3.0)	Good
83 to 75 = C (2.0)	Average
75 to 67 = D (1.0)	Poor
66 and Below = F (0.0)	Failing

Student Intervention

As per the section on *Strategies for Providing Intensive Academic Support*, the Washington Latin design team has both anticipated that a significant number of incoming students will need intensive academic support and made provision for it. This includes students who come to the School with significant learning gaps and for ELL students who will have just one more obstacle to overcome.

Another important level of support for success is a comprehensive program of student interventions. Creating a detailed intervention plan will be one of the tasks facing the Committee over the next several months. It is the hope of the Committee that a national search will yield a highly qualified candidate from the region who could work with us during the planning process.

Whatever the final plan is, the keys to success with these students will begin with early and accurate assessments, a measure of flexibility with faculty and schedule, and a strong program of tutorial support. Because social promotion will not be an option, the intervention plan to be developed will be a matter of critical concern to the entire Committee for Classical Education.

Early and accurate assessment will be accomplished through the use of The Educational Records Bureau's Independent School Entrance Examination (ISEE). Although there will be no test to determine whether or not to accept a student, the examination provides the best available measure of a student's capacities upon entering the School.

The ISEE consists of carefully constructed and standardized verbal and quantitative reasoning tests that measure a student's capability for learning, and reading comprehension and mathematics achievement tests that provide specific information about an individual's strengths and weaknesses in those areas. At every grade level, the test includes a timed essay written in response to an assigned topic. The results show scaled scores, percentiles, and stanines.

Washington Latin will have a full time Student Performance Coordinator on staff. This individual will be critical in test assessment and in forming a special needs program for both incoming students and current students. This individual will also work in cooperation with American University, the School's Social Service Coordinator, and social service Community Partners to facilitate the progress of the students and to ensure all compliance requirements and guiding principles are maintained for the charter application, charter school regulations, grantee guidelines and Board mandates.

Each week, grade level teaching teams will access the progress of students as measured by class participation, homework, tests and periodic portfolio submittals. In the Lower School, these teams will include the homeroom teacher, the Dean of the Lower School, the Student Performance Coordinator and the Lower School interns. In the Upper School, these teams will be comprised of the entire interdisciplinary faculty teaching at a specific grade level.

The names of any students who are determined to be at risk will be conveyed to the Academic Dean. The Academic Dean, in consultation with the Headmaster and the student's parents or guardian will determine a remedial program. No student will be allowed to fall behind and no parent or guardian will be blindsided by underperformance gone unnoticed.

Students who are identified as being in "academic crisis" will be referred to an education team composed of designated administrators, general education teachers, special education teachers and

related service providers. An immediate education intervention plan will be put in place for students so designated. Classroom teachers will follow this plan for two weeks, at which time a follow up evaluation will be performed. Any amendments to the initial intervention plan will be made at that time.

Although the temporary and permanent location of the School has not been finalized, the tutorial sessions will either be performed at the School and/or at another nearby location with the facilities necessary to accomplish the tutorial tasks.

Strategies available to the School will include:

- Saturday Success School

The primary intervention strategy for students who are falling behind will be the Saturday Success School (see attachments in required docs section). This school will run for 22 Saturday mornings, excluding holiday weekends. Running from 9 AM to 12 noon, it comprises three forty-five minute classes. Students who enroll in the program are required to participate in the After School Tutoring Program at least two days a week.

- Tutorial Support

At any time, after consulting parents and the Upper or Lower School Dean, a student's grade-level teaching team may require after school tutorials in a given subject. Tutorial support that is accessible to families will be an important part of Washington Latin's strategy to keep students functioning at grade level in each subject. After school tutorials with no more than 3 students per tutor will meet in forty-five minute sessions immediately following the school day. Although qualified volunteers will be welcomed, the program will not depend upon them. Faculty, interns and education students—particularly those at American University—will be recruited.

- Flexible Scheduling

Another key to success will be flexible scheduling, particularly in the Prep I and Prep II years. Students who are not functioning at or near grade level after Prep II will not be promoted. Therefore, Washington Latin's lower school program has been designed to be a virtual 'boot camp' in the areas of English, Mathematics and Science. In some cases, block scheduling will be employed. Students who struggle with reading will be assigned to work with the Student Performance Coordinator and reading volunteers for extended periods of the school day.

- Winterim

Each student's Winterim is an individualized program of study designed with his or her advisor. For students who are performing at grade level, this three week academic term will afford an opportunity to engage in project-based learning in an area they select. For students who are below grade level in one or more basic competency, this term will become an invaluable opportunity for intense and focused study.

□ Summer School

Summer School will be required for all students who are not performing at grade level, or who—in the judgment of the Academic Dean, in consultation with parents, teachers and Head Master, have not made sufficient progress.

An intensive summer program, *The Washington Latin Summer Institute*, will focus on extended learning opportunities for students throughout the District of Columbia who need extra work to reach grade level competency in English, Math and Science. It will also include opportunities for advanced work in Classics and Rhetoric. The presentation and delivery of the program will be designed so that no student attending will feel any stigma.

Intensive Personalized Language Support for all ELL Students and Families

One of the first steps in the orientation of new and incoming students will be creating an "intellectual thumbprint" and academic baseline. This will enable the School to tailor make each student's program while ensuring that their progress is accurately measured and reported. At Washington Latin, every student will have an SSP (Student Support Plan) that is continuously refined and revised. It will follow them (and guide them) to graduation. Just as IEP's are specifically a tool for Special Education Students, the design team for the Washington Latin School anticipates the creation of a highly detailed SSP for all English Language Learners.

It is important to note that no testing will be done prior to registration so that all students—regardless of their language, culture or previous academic attainment—will know that they are welcomed and valued.

In developing an ELL plan the School has consulted with Ms. Ariana Quinones of the DC Public Charter School Association and with Tabitha Meadors, program director of DC ParentSmart—the local agency which assists parents in understanding and accessing the public school options available to their children. DC ParentSmart conducts an intensive outreach campaign to engage parents and empower them to advocate for their child. The School will be full partners with them.

Washington Latin has also carefully reviewed the specific program recommendations of the National Association for Bi-Lingual Education and has discussed with them ways of integrating current best practice into the School's specific educational plan. This proposal is being reviewed by Jorge P. Osterling, President of the CANABE (Capital Area National Association of Bi-Lingual Education.)

It is clear that the District's burgeoning Spanish speaking population and the significant number of families from other culture/language groups require every school including Washington Latin to develop comprehensive and consistent policies to ensure the success of their sons and daughters. The stakes are especially high for children who, as English Language Learners, must master the challenging content of the School's curriculum while learning a new tongue. The services the School will provide to these students will begin with our programs of public information and the special support we provide to their families during the registration process. The School's attention to the special needs of all ELL students will be fully integrated into the curriculum and programs of professional development.

Key features of the services the School will provide include:

- Language appropriate student recruitment materials
- Community based outreach in all eight wards
- Home visits (when needed) to engage ELL parents in creation and delivery of a SSP

- ☐ The development of a *Home Language Survey* (HLS) for all families whose heritage language is not English.
- ☐ The integration of the HLS data into the student's SSP
- ☐ Personnel in the School office who are bilingual. One of the job requirements for the Office Manager is fluency in both English and Spanish
- ☐ Every faculty member trained in teaching ELL students. The School will work with existing George Washington University and American University programs to provide teacher orientation and continuing professional development opportunities so that *all* teachers in the School have ELL Training.
- ☐ A School transportation system that maintains at least one pick-up point in all eight wards.
- ☐ Flexible scheduling for admissions and parent conferences that accommodates the work demands of many immigrant families.
- ☐ A trained ESL instructor will be on staff. Depending upon the demand for ELL services, this position will be staffed either full or part time. Under a part time scenario, the School may partner with another institution.
- ☐ A Fast-track program enabling students to participate in English language classrooms by their third year.

The duties of the trained ESL instructor will include:

- ☐ Visits to ELL families
- ☐ Drafting Home Language Survey—collection of data and incorporating in SSP.
- ☐ Development and maintenance of the ESL Resource Center
- ☐ Professional development of teachers in Sheltered English methods
- ☐ Tutorials with students who need individualized or specialized assistance

The ELL program ultimately employed will be based upon a scientific evaluation of the 'real' student population. Until the School analyzes the profile of its entering student population, the School reserves the right to alter the approach employed. In a School like Washington Latin where Rhetoric is a key component of the curriculum and the entire academic regime is grounded in literature-based learning, the School anticipates that the most appropriate approach will be Sheltered English or Content Based Programs (also known as SDAIE)

The School will employ its system of 'cohorts' to group students who face the additional challenge of mastering a new language. The assignment of teachers will take into consideration those who have the most experience and skill in communicating English texts and notions to those from non-English cultures. In this way ELL students will have both the benefit of specialized instruction and the experience of being mainstreamed into the School's classrooms. (Keep in mind that each Lower School classroom will serve two cohorts.)

Because all teachers will be required to undergo professional training in sheltered English methods, classrooms will be hospitable and fruitful places for ELL students to learn. For those students who need additional help, individualized instruction will be made available by the ESL specialist.

Cohorts of students will be recognized for the challenges they face and given the tools to face those challenges successfully. The student who matriculate entering at First Form (5th Grade) will not have five to seven years to attain mastery of the English language. Such a pace would cripple them in their attempts to comprehend the curriculum content. The Lower School program (Prep I and Prep II) is designed in part to accommodate English Language Learners and to empower them with English

language proficiency by the end of Prep II. This program, incorporated into the Lower School, represents an "early exit" ELL strategy that will prepare each young scholar for First Form (7th Grade)

For ELL students who enter the School at a higher grade level, the SSP developed will track a program that brings them to full cognitive and verbal proficiency over a two year period. A part of the School's library program will be an ESL Resource Center that helps faculty achieve this goal. The maintenance of this resource center and the continuing professional development of classroom teachers will be a central part of the ESL specialist's work.

This aggressive SDAIE approach will be necessitated by the fact that the *General Graduation Requirements* (GGR) include the achievement of a fourth year or "ready reading" competency in either French or Chinese, six years of Latin and both written and oral competency in English that is "highly proficient."

These requirements—exceeding both DOE and District/MCAS standards—will be accomplished, in part, through one of the most innovative teaching and learning strategies employed by the School. In the program of enriched literature-based learning, many of the books will be read, reread, and then read again. A part of the Professional Development program will be to equip all Washington Latin instructors in English Rhetoric, Latin and Modern Language with methodologies that will enable them to teach each text as (1) a reading text, (2) a writing text and (3) a speaking text.

The entire Washington Latin language program is informed by an idea rooted in both research and experience: *We learn to write by reading, and we learn to speak by listening.* In a language program that combines English and Rhetoric, linking oral and written culture, Washington Latin's program will build on whatever language competency the student brings to the school.

Plan for Students Who Do Not Achieve At the Benchmark Level

Although Lower School students will enjoy the security of a traditional "homeroom" environment, they will not receive all of their academic instruction from a single teacher. Rather, faculty with demonstrated content expertise in Mathematics, English and Art will move from room to room and teach the subjects for which they were trained.

Washington Latin's schedule for the first year has already been finalized with a focus on grammar and mathematics. Each student will have both of these courses during periods I to IV—early in the morning. This will allow the faculty specializing in these areas to have each and every afternoon available for tutoring. Students who begin to fall behind in the classroom, especially in these subjects, will have intense tutorial support in the afternoons from faculty, interns and volunteers trained in the specific content area where support is needed. There is no reason for a student struggling in grammar to attend a course in science until they can read. Thus, these students will take their grammar and mathematics subjects in the morning and have intense tutorial support in the afternoon. Through this system, intensive school day interventions will be employed before resorting to after school and Saturday programs.

For students with more critical issues, the schedule also has after school tutorials as well as the Saturday Success School. The Student Performance Coordinator as well as the interns will also be available to provide tutorial support. When the need arises, additional volunteers, parents and consultants will also be utilized. Students still falling behind at the end of the first semester will be able

to access intense academic support during the three week Winterim term. Additional tutoring and support will be available in the summer school sessions as well.

We are aware that no two students learn in the same way or at the same pace. The availability of intensive school day block studies, after school tutorials, Saturday Success School, Winterim and Summer School provides the opportunity for a customized and flexible response to each student's special needs.

A-4 SUPPORT FOR LEARNING

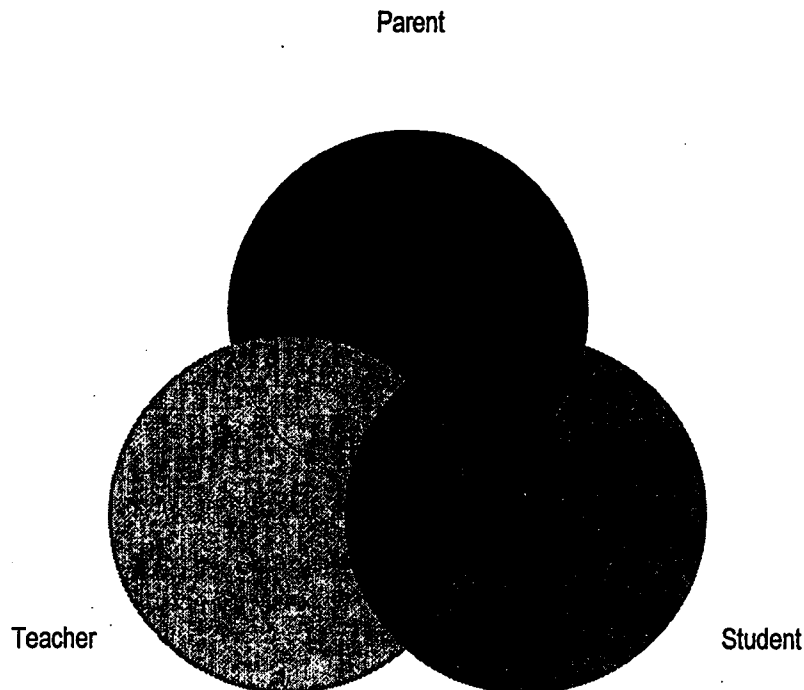
Parent Involvement

The active involvement of mothers, fathers, grandparents and guardians will be *the single most important factor in the success of Washington Latin*. As a public charter school, Washington Latin will be open to the public. In such a parent-choice environment, it is important that parents can make *informed* choices. During presentation to the parents of the District of Columbia, Washington Latin will make clear that the school is not only a high expectation society for students, but for their parents as well.

Washington Latin will *welcome* all parents in the District who wish to provide for their sons and daughters the distinctive advantages of a classical education. Parents will be informed carefully to inform them of the *Parents' Resolve and Covenant* that every Washington Latin parent is required to sign. In fact, the *Parents' Resolve and Covenant* will be widely published well in advance of the school's student recruitment efforts. In this compact, which forms the basis of The Washington Latin Parents Association, each and every parent or guardian agrees:

- ☐ I will send my child to school, well fed and appropriately clothed.
- ☐ I will support the school's *Code of Conduct & Etiquette*, its *Honor Code* and its efforts to encourage an alcohol-free, drug-free, smoke free and obesity-free environment.
- ☐ I will maintain a clean, quiet, well-lit space and oversee two hours of supervised study time every school night.
- ☐ I will attend Parent Association meetings and special events that support my child.
- ☐ I will support the Annual Fund and other development efforts of the School.

There are several keys to high levels of parental involvement. Number one is the attitude of the School's administration and faculty. At Washington Latin, it will be understood that the parent is the "costumer." A part of the professional development of each member of the faculty and staff will be an understanding of "The Sacred Triangle." The entire school culture will function with respect for parents and an understanding that **the teacher/administrator is an employee of the parent/guardian in the education of the student** (see diagram).



Other keys to gaining the successful involvement of parents are:

- ☐ An inviting program of student recruitment
- ☐ Effective information packets leading up to the opening of school
- ☐ Help in practical issues of scheduling and transportation
- ☐ A "warm" and informative parent orientation
- ☐ Training and seminars in effective parenting/tutoring
- ☐ A commitment to communicate to parents in their native language
- ☐ A demonstrated respect for parents' religious and cultural traditions
- ☐ Technology enhanced methods of school/home communications
- ☐ Involvement of parents in key academic and disciplinary decision
- ☐ Practical (and discreet) help in family emergencies
- ☐ Regular Parent Association meetings—where the parents do most of the talking
- ☐ Parent Association representation of the Board of Governors
- ☐ Involvement of parents as valuable members of the team (as tutors, receptionists, tour-guides, coaches, chaperones, and experts on all of the school's committees.

A prospective Parent Committee, drawn from several neighborhoods has been formed.

Community Participation

Another important element of the School's success will be its aggressive program of forming articulated relationships with key cultural, educational and civic institutions—local and national, public and private. The *Community Partners Network* will include American University, The Folger Shakespeare Library, The Library of Congress, The National Gallery of Art, The Kennedy Center, The Smithsonian Institution, The Corcoran Gallery of Art, the Embassy of the Peoples Republic of China, The Embassy

of France, The National Geographic Society, the Rock Creek Nature Center and Planetarium, and the Art League School.

Relationships with these local institutions and with several national organizations and societies will support the curricular and extra-curricular programs of the school. The School's full-time Director of External Affairs will work to maintain these relationships and to administer joint programs.

	Consultant	Initial Contact	Verbal Agreement	Signed Agreement
American University				X
Library of Congress			X	
National Gallery of Art			X	
Corcoran Gallery				X
Smithsonian Institution		X		
Rock Creek Nature Center				X
Georgetown University	X			
Am. Board for Certification	X		X	
Am Academy for Lib. Ed.	X			X
Thos. Jeff HS for Sci/Tech	X			
Nat'l Endowment for the Arts		X		
Folger Library			X	
National Geographic		X		
Kennedy Center			X	
Art League			X	
Am Inst. Of Architects		X		
Cleveland Pk. Cit. Assn		X		
Local ANC		X		
Wash Nationals Baseball		X		
Chinese Embassy			X	
French Embassy			X	
Urban Nation			X	
Inst. For Ed & the Arts			X	
Junior Classical League				X
Ed Records Bureau			X	

School Organization and Culture

In developing the Educational Plan for Washington Latin, consideration was given to adopting the common practice of creating a "Middle School." Certainly, there are unique developmental issues that young people face during this difficult transitional time. Indeed, excepting infancy and very early childhood, there is probably no period in a person's life so marked by dramatic and, at times, difficult physical, emotional and cognitive maturation.

It is for this very reason that the decision was made not to sequester students in an artificial "no man's land" between childhood and adulthood. During these critical years, both the anxiety occasioned by dramatic physical and psychological changes and the dictatorial power of peer pressure must be

moderated by everyday connections with those not in the midst of the same trauma. During this passage, students must be, and feel themselves to be, an integral part of an extended society of ritualized norms and fixed expectations.

Good grammar schools vigorously maintain redemptive routines where daily disciplines, leavened by love, create the deep sense of familiarity, predictability and security that make carefree childhood possible. In such communities of structure, symmetry and safety, the possibilities for individual creativity and imagination are actually enhanced. The friendships forged and heroes encountered at this level are the sacred stuff of "growing up."

This sturdy and congenial "world," with its moral clarity and constant accountability, its ever widening sphere of socialization and its ever expanding field of discovery—this world is the great gift to give to Prep I and Prep II students. At Washington Latin, the well-tended garden of elementary education will not be plowed under, but maintained through the end of the 6th grade year.

Developmentally, there is another reason to move students directly from Lower School culture that celebrates childhood to an Upper School culture that expects adulthood. By the time they reach their 12th or 13th birthday, students are actually *ready* to be treated as young adults. Their bodies are ready. Their minds are ready. They have formed fragile identities that cry out, "don't treat me as a child any longer." If they are recognized as young adults, trusted with real social and intellectual challenge and cast into a new society with new rights and rituals—a society populated by older, taller and more worldly-wise scholars—they will generally thrive.

In short, Washington Latin will seek to create a developmentally sound progression of teaching and learning environments that will enable young people to move from a stable society designed to safeguard a happy childhood directly into an equally secure society tailored to foster responsible adulthood. Because of this, graduation from Prep II will be celebrated with great pomp! In effect, each scholar will be told, "today you are a man," or "today you are a woman."

Washington Latin will be *an intentionally small school with a distinctive school culture*. Research has shown that the sprawling high school with thousands of students designed on the "factory model" is simply too large. The entire Upper School student population of Washington Latin—in its six Forms—will not exceed six hundred and seventy-two scholars. The primary pedagogical setting will be the Harkness classroom.

The Lower School grammar program, including 5th and 6th grade (Prep I and Prep II) will not exceed seven cohorts at each grade level, or two hundred and twenty-four students.

The creation of The Washington Latin School is rooted in the belief that the primary deficiency in most non-performing and under-performing schools is the lack of a definable and sustainable culture that inspires and ennobles parents, teachers and students. Simply put, too many schools underestimate and undermine the inherent dignity of the students they teach, the families they serve and the teachers they employ.

Any school that builds a strong literature-based curriculum around an appreciation of classical antiquity and the mastery of classical languages has already gone a long way in defining its institutional culture. Any school rooted in the pre-Socratic notion that the primary purpose of education is not the conveyance of information or knowledge, but the cultivation of wisdom and virtue, has taken a crucial step in determining the texture and tone of its common life.

Within such a culture, teachers are hired not only for their knowledge and skill, but also for the ways in which they model the scholar's life and practice the Socratic methodology. Within such a culture, teachers must not only rise to the highest professional standards of our time; but also demonstrate their devotion to the timeless qualities of Truth, Beauty and Goodness. Within a liberal learning community like the Washington Latin School there is an understanding that all individuals approach these varieties out of the richness of their own cultural contexts. Within such a school culture, there is an understanding of what Jacques Maritain meant when he said, "teaching is not a science, but an art."

Needless to say, such a school will be a "high-expectation" society wherein literature, art, science, music, sport, and public elocution are all understood as essential components in the formation of robust persons and able citizens (hence, "grades" are called Forms). Indeed, it may be said that within such a culture, the primary task of the school is not education, but *formation*.

At Washington Latin, standards of academic achievement will be matched by standards of conduct and etiquette. There will be no metal mesh screens over the windows or elaborate security systems at the entrances or in the hallways. The schoolhouse will be adorned with works of art that attest to the monuments of human achievement being taught and learned.

All young gentlemen will wear jackets and ties (in the Lower School, students will wear uniforms). All young women will wear modest dresses. Over their business attire, teachers will be cloaked in short, open Cambridge Master's Gowns. The entire culture of the school will reinforce the infinite promise of each student and the high responsibility that is theirs—to live a life of scholarship, sacrifice and service.

Extracurricular Activities

Student Government

Students at Washington Latin will elect a Student Government during the fall term of '06. Annually, the Associated Lower School Council and Upper School Council will publish a list of clubs and organizations to enhance student life. Washington Latin Students will learn basic democratic principles of the democratic process and school governance through elected offices. Members develop leadership skills, promote school activities, and learn the basics of parliamentary procedure.

Athletics

The School's athletic clubs and teams will evolve as the student body grows and various teachers bring their divergent coaching abilities to the school. In the 2006-2007 academic years, teams will be fielded in cross-country, soccer, basketball, baseball and fencing. There will also be "life sport" opportunities such as yoga, ice-skating, golf, tennis, and hiking. Eventually, competitive varsity teams will be added in Football, Track, Men's Lacrosse, Swimming and Diving, Women's Field Hockey, Squash, Tennis and Golf.

	'05 – '07	'08 – '10	After '11
Cross Country	X		
Soccer	X		
Basketball	X		
Baseball	X		

Fencing	X		
Crew	X		
Football			X
Cheerleading	X		
Track		X	
Swimming/Diving			X
Men's Lacrosse		X	
Women's Field Hockey		X	
Squash			X
Tennis		X	
Golf		X	

Academic and Honor Societies

Academic and Honor Societies will be important ways for Washington Latin students to connect with other outstanding students from throughout the region and country. They also confer on students a very real sense of personal identity and confidence. The School will begin with chapters of The National Honor Society, the Junior Classical League and the National Forensic League

Clubs

Belonging to a club or school organization greatly enhances a student's educational experience and enriches their school experience. Formation of new clubs must have the approval of the School Administration and Student Council. Students who gain the approval of the School Administration and who can identify a willing faculty advisor can organize clubs and societies that reflect their own interests. In every case, student leadership will be the first pre-requisite. It is assumed that these organizations will include Cheerleading, a Chess Club, a Running Club, a Drama Club, and several student led musical Societies and Singing Groups.

Vocal and Instrumental Music Programs

Music is an important experience in every person's life. At the Washington Latin School, every student will have opportunity to sing or play in an ensemble, band or choir. Dr. Ricky Peyton, who for several years led choirs at Sidwell Friends and who then founded the nationally famous Hip-Hop Choir is advising the development of programs.

Students will perform Classical, Popular, American Folk, along with several contemporary genres in a program that will be both very eclectic and exciting. Washington Latin will be a singing school. Each school day will begin with a student led meeting called The Morning Meeting which will include announcements, awards, special guests, a speech of one of the Public Virtues (given by a student), and a song.

Special Extra-Curricular opportunities related the Latin School's unique mission

NATIONAL JUNIOR CLASSICAL LEAGUE (NJCL)

NJCL is an organization for and run by junior and senior high school students of Latin. Now boasting over 50,000 members in the United States, Canada, and Australia, the NJCL is both the largest

Classics related organization in the world and *the largest student run organization in the United States*. Local and state chapters of Junior Classical League form the NJCL. While at this time DCJCL only has three member schools, Washington Latin could benefit from the larger JCL organizations in Maryland (now actively trying to revitalize their JCL) and Virginia, whose JCL is one of the largest in the nation with 91 school chapters.

Founded in 1936 by its parent organization the American Classical League, the mission of NJCL "is to encourage an interest in and an appreciation of the language, literature and culture of ancient Greece and Rome and to impart an understanding of the debt of our own culture to that of Classical antiquity." Nevertheless JCL is more than just the promotion of Classical studies: it unites students with a common interest in the Classics and gives them a sense of belonging. What drama and sports do for some students, JCL does for others.

JCL events, such as certamina, state conventions, and community outreach projects take place at the local and state levels throughout the year, culminating in the NJCL Convention held each summer at a different national university. At National Convention, students can participate in seminars and lectures, athletic games, contests in graphic arts, costume, dramatic interpretation, and Latin and English oratory, and a broad range of academic tests on everything from Latin and Greek grammar to classical geography (15 different tests in all). It is also at National Convention that the National Certamen Championships are held. College admission boards recognize and heavily weigh strong performance in and dedication to JCL events. Preparation for the various competitions and contests in the earlier part of the summer often takes the form of a summer "Latin Camp." But beyond the seminars, contests, and competitions, NJCL Convention is a rare opportunity for 2,000 students with a similar interest from around the country to commune. Lasting long distance friendships are formed and many NJCL students are inspired to continue their pursuit and Classics into college and then often back in the classroom.

CERTAMINA

Nothing seems to excite the young Latin student or encourage her independent study of Roman culture more than certamen. Certamen can probably best be described as form a Latin team "Jeopardy." Ideally each team consists of four players, one a "specialist" in Greco-Roman Mythology, another in Roman History, the third in Roman Life/Literature, and while everyone is responsible for language questions, a forth member focuses on Latin grammar. At a Certamen students compete on their level generally in three preliminary rounds, followed by a final round for the top three teams on each level. Certamen students practice and prepare for state regional competitions throughout the year. The best of the best play for National Championships at he NJCL Convention in the summer. Again, while there are no certamina hosted in the District of Columbia, Washington Latin is in close proximity to a number of regional certamina in the states of Maryland and Virginia, Virginia being one of the perennial "powerhouse" states in Certamen.

While at its base certamen is a game of knowledge, it is more of a game in which students use their knowledge, along with speed, intuition, and a precarious balance of patience and "guts." Just as with an athletic team sport, Certamen teaches teamwork and sportsmanship. The members of the team in cooperation with their coach strive toward a common goal and realize the perseverance needed to achieve that goal.

NATIONAL LATIN EXAM (NLE)

Every March, usually around the Ides, the NLE is offered to all elementary and secondary school students of Latin. Sponsored by the ACL in cooperation with the NJCL, the NLE this year will be taken by approximately 140,000 students in 11 countries throughout the world. The exam, while focusing on grammar and translations, also tests a student's knowledge of Roman culture, mythology and derivatives. As the exams are graded on a sliding scale each year, any student (who knows their Latin) can win a gold or silver medal. Consistent outstanding achievement on the NLE is rewarded in the form of book awards and allows a senior student of Latin to be eligible for one of 20 NLE scholarships awarded annually, worth up to \$4,000 for students continuing their study of Classics at the university level.

Safety, Order, and Student Discipline

The first priority of the Governors and the School Administration will be the health and safety of the students. Compliance with all local and national health and safety regulations will be the responsibility of the Board of Governors, delegated through the Office of the Head Master. A report of the School's response to everything from routine student discipline matters to all-school emergencies will be a part of the Head Master's quarterly report to the Board—and a matter of public record.

At Washington Latin, the day-to-day Health, Safety and Emergency Preparedness Program will be administered through the School's Department of Wellness and Sport. Faculty and students will be trained to respond appropriately in all conceivable situations. A member of the Faculty will be appointed to be the school's "Fire Marshal." This individual, working in conjunction with the Head Master, a Parents' Association representative and personnel from the local DC Firehouse, will develop a comprehensive emergency plan for the school. Although it is impossible to develop such a plan without knowing where the School will be sited, and inadvisable to develop such a plan without input from parents, it will include but not be limited to:

- ❑ Health and Injury Response
- ❑ Health Office Procedures and Secure Information Policies
- ❑ Fire and Emergency Regress Plans
- ❑ Field Trip Emergency Strategies
- ❑ Sports Medicine
- ❑ Communicable Disease Policy
- ❑ School Perimeter Security
- ❑ Comprehensive Terror Readiness Program

Terrorist Readiness programs will anticipate several worst-case scenarios and be created according to guidelines established by the Department of Homeland Security, the Office of Safe and Drug Free Schools and the District of Columbia School Emergency Planning Guide.

At Washington Latin, order and discipline are woven into the culture of the school. The school's fourteen *Public Virtues* which form the *Standard of Conduct and Etiquette* are at the very heart of the School's life. In the day-to-day drama of a vibrant community, the School's *Honor Code* will remain constant and simple:

I will honor my parents and schoolmasters.

*I will not lie, cheat or steal—or condone the actions of those who do.
I will choose my friends carefully and at all times conduct myself as a gentleman (lady).*

These straightforward affirmations were adapted from personal resolves penned by Master George Washington in the 1740's—between his eleventh and sixteenth year. They are as valuable today as when they were conceived.

At Washington Latin, it will be understood that *Rules of Conduct and Etiquette* and *Honor Code* are to be observed "twenty-four seven." There will not be separate standards of conduct for different times and places. A Student Judiciary will oversee the enforcement of the Code. A member of the faculty will advise the Student Judiciary and the Head Master will retain a right of review. The school anticipates strong support from the Parents' Association as partnership with its members in their great task.

Professional Development

Washington Latin School's program of professional development is based on the belief that individual faculty members, the school as a unit, and the community partners interact as a learning community which forms the basis for all professional development activities. Each informs the others to make improvements and provide support for growth and change.

The structure which creates this interactive learning cycle is significant. At Washington Latin, the school-based leadership team consists of the Head Master, a Student Performance Coordinator, the Academic Dean, Dean of the Lower School, Dean of the Upper School, Lead Teachers for each grade level team, and other faculty members as appropriate.

Using lesson progress measures, curriculum-based assessments, and actual student work, the lead teachers conduct weekly grade level team meetings to discuss student performance for every instructional group in their team. As the team leader, he/she is responsible for maintaining a problem-solving format and taking any unresolved issues to the weekly leadership team meeting.

The weekly leadership team meeting is conducted by the Head Master, Academic Dean, and Dean of the Upper and Lower Schools. During the leadership meeting, student performance is discussed using a problem-solving format. Solutions to student performance problems are often directly connected to the need for professional development and can include the need for in-class coaching, more in-service sessions, individual teacher "tutoring" sessions, video or audio tape self assessment, or other educational activities. *Thus, decisions about ways to improve teacher performance are developed from standardized test results and a weekly analysis of student performance information.* This ensures that professional development activities can be implemented in a timely manner and are always referenced to student performance.

The professional development activities at The Washington Latin School are ongoing, collaborative, student-related, and directly impact "life" in the school and classroom. As the individual faculty members grow and develop, so does the school organization. Effective practices in one classroom are shared and replicated at other classrooms.

A member of the Leadership Team is in the classroom on a daily basis observing and giving feedback to the teacher and interns. Although formal observations and evaluations are conducted twice a year,

these daily observations are seen as opportunities for ongoing professional development. Observations are also connected directly to student performance with teacher interactions as the key to success. The Leadership Team receives seven days of leadership, supervision, coaching, and communication training prior to the staff starting.

As the school's enrollment and staffing grows (by about year three) a fulltime Professional Development Coordinator (PDC), reporting to the Academic Dean, will need to be hired. This PDC will work as a fulltime on-site teacher coach, managing and coordinating all in-service activities, preparing schedules, grouping students, conducting daily teacher observations, and reviewing all student performance information.

During years 1 and 2, the primary administrative task of the Upper and Lower School Deans will be the professional development of their respective faculties. These two individuals (one of whom has been contracted and who has extensive professional development experience) will work with both the School of Education at American University and with our own Governor, Dr. Kathleen Madigan to provide each teacher the direction and support they need.

In addition to this comprehensive in-school program, Washington Latin's budget reflects the priority placed on the constant development of its faculty. Each teacher is provided funds for conferences germane to their professional duties and employment contracts are being designed to provide a tangible incentive for graduate and postgraduate studies.

Each individual faculty member is responsible for being a lifelong learner who takes advantage of ongoing training opportunities provided by the School and community partners. The Washington Latin School will provide every staff member with training, a complete curriculum guide, and assessment resources. Education Records Bureau's (CTP4) and (WrAP) represent sophisticated tools to maintain longitudinal studies on each student in every subject in the school.

Teacher (and intern) Bi-Annual evaluations are directly connected to student performance, parent satisfaction surveys, student participation reports, standards for effective teaching, and professional responsibilities. All evaluations document specific professional development competencies that are needed for the teacher to maintain and improve performance. In addition, staff members are encouraged to extend their skills and knowledge via conferences, online courses, college courses, etc. A formal agreement with American University in Washington, DC to provide ongoing training to teachers at The Washington Latin School is being developed.

At the school level, opportunities for learning exist before the students arrive and then occur on a weekly basis throughout the school year. Pre-service sessions, at least two weeks prior to the start of instruction, provide teaching staff with opportunities to build a culture of learners. Key areas, such as working as a team, school philosophy, code of civility, instructional discipline strategies, lesson delivery, core curriculum content standards, student assessment, parent communication and outreach are discussed, instructed, and assessed.

These intensive sessions about content and strategies are conducted by the Leadership Team and other outside specialists and consultants. After these initial two weeks of professional development, a solid foundation is formed on which to build throughout the year.

Every week at least one in-service is conducted on key issues in a subject area, behavior management area, or grade level topic. For example, the fifth grade may want to meet and share resources for an upcoming science unit, the sixth grade may want to review state test items, and perhaps those

teaching a reading program need to review lesson content and delivery techniques.

All of these activities can happen at the same time and generally do not last any longer than thirty minutes. These in-service sessions are initially managed by the Academic Dean (later they will be managed by the PDC); all faculty members are held accountable for participation.

In addition to these thirty-minute weekly sessions, there are scheduled half days for professional development throughout the year (approximately once every four to eight weeks). The half days provide time for training that requires more extensive explanation and practice. Topics, such as teaching social skills and etiquette to reduce behavior problems, improving parent communication, ways to increase student rate and accuracy in reading, or requiring evidence when using classroom discussion techniques are just some of the typical areas covered on professional development half-days.

In addition to the in-school program of Professional Development, faculty of ACL (American Classical League Schools) have access to a variety of professional materials and have the opportunity to attend the annual ACL Institute. The Institute is a four-day conference at which members present and attend seminars, lectures, and discussion panels on various Classical topics with a consistent focus on the instruction of Latin and Greek in the elementary and secondary classroom. It is a wonderful opportunity for the professional development of Latin School instructors.

The Washington Latin School professional development plan consists of 10 principles as follows:

1. Focuses on teachers as central to student learning.
 2. Focuses on individual, collegial, and organizational improvement.
 3. Respects and nurtures the intellectual and leadership capacity of teachers, school leadership, and others in the school community.
 4. Reflects best available research and practice in teaching, learning, and leadership.
 5. Enables teachers to develop further expertise in subject content, teaching strategies, using technologies, and other essential elements of teaching to high standards.
 6. Promotes continuous inquiry and improvement embedded in the daily life of schools and teacher evaluation.
 7. Is planned collaboratively by those who will participate in and facilitate that development.
 8. Requires substantial time and resources.
 9. Is driven by a coherent long-term plan.
 10. Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.
- This assessment guides subsequent professional development efforts.

Structure of the School Day

Students will arrive at the School by way of parent drop off or public transportation (or by walking). The school will be fortunate to be in Washington, D.C. where the Metrobus and Metrorail provide quick and affordable access across the city.

The Washington Latin School will not provide a full breakfast. Sending children to school well fed is a part of *Parent's Resolve & Covenant* with the school. In the initial leased space, *quick lunch* will be brought in and heated.

It is important, especially in the Lower School, that both English grammar and Mathematics be taught in the morning. Washington Latin intends to teach these core subjects in prime teaching and learning in the most optimum time periods.

Based on the School's commitment to adhere to research-based teaching and learning strategies, English, Mathematics, Latin/Classics and French/Chinese are taught every day.

As soon as staffing allows, athletics will be a daily activity. In the initial schedule, some extended after school periods must be reserved for professional development, conferencing and grade level teaching team meetings.

Washington Latin's academic schedule is demanding (on both teacher and student). Nevertheless, it has been constructed with an eye to what is being done in other competitive schools and out of years of classroom experience represented on the committee. Students will enter Washington Latin at or around age ten and graduate in their seventeenth or eighteenth year. In the section entitled *School Organization and Culture*, Washington Latin's thoughtful responses to the critical issues that surround developmental psychology are detailed.

It may appear that there is virtually no "down time" for teacher or student. The School is committed to providing its teachers, especially those teaching English and Mathematics, adequate time to devote to tutoring for students with special needs. In fact, as the enclosed schedule details, the teachers with English and Mathematics backgrounds will spend a considerable amount of time each day tutoring during the afternoons.

The actual school day, though rigorous, will not be as constricting as the enclosed chart appears. Careful planning, frequent field trips, and an exciting library and learning center combined with the use of professional interns and Parent Association volunteers will make school days lively and varied.

Before school and after school programs will be staffed by 1) Faculty, 2) Interns, 3) adjunct coaches and tutors and 4) volunteers.

Students will leave the school at 5 P.M. except for Fridays when the school day will end at 3 P.M. If remediation is needed, Saturday morning tutorials will be one of the strategies employed.

The length of time that a student's attention can be held is entirely dependent on the richness of the curriculum and the quality of the instruction. If a student is bored, the teacher is responsible and should be held accountable.

The attached class schedule is an overall template that will bring order, discipline and predictability to the lives of every member of the School's teaching and learning community. With such a traditional schedule, students will not have to wonder if it's a 'blue day' or a 'green day.' Nevertheless, the School will not hesitate to alter the schedule—especially in the Lower School—if blocks of time need to be devoted to core competencies. Students that need special assistance will have teachers devoted to tutoring each and every day, particularly in the areas of English and Mathematics.

The enclosed calendar demonstrates the calendar year that Washington Latin intends to maintain in the first academic year. All faculty and staff are expected to be at the school for intense training and coordination on August 16, 2006. The school year will encompass two semesters and a winterim. The First Semester will begin September 5, 2006 and end December 22, 2006. Students will be given the

holidays of Columbus Day, Veterans Day and a three-day Thanksgiving break. The first semester will run 75 days. Students will be given a Winter break from December 23, 2006 to January 3, 2007.

On January 4, 2007, the school will reopen and Winterim will begin. Winterim is designed to provide students with intense academic focus in either their areas of interest or their areas of difficulty. Students that are performing at grade level will have an opportunity to select and focus on studies that interest them. For example, students who enjoy literature will have the opportunity to focus an intense literature based program during Winterim. Students who want to focus on learning more in French can focus on an intense French program which would focus on the language and the French culture. Students who are struggling in a subject will have intense personal training during this time period to improve their abilities in their areas of difficulty. Winterim will last from January 4, 2007 to February 6, 2007. Students will be given the Holiday of Martin Luther King Jr. Day. Winterim lasts 23 days and is designed to give students a break from the norm and make the School day more enjoyable through variety and personal preference.

The second semester will begin February 7, 2006. Students will go back to their normal class schedules for second semester as indicated in the attached class schedule. The second semester will last 83 days. Students will be given the holidays of Presidents Day, Emancipation Day and Memorial Day. A spring break will also be provided from March 24, 2007 to April 1, 2007. The second semester will end on June 13, 2007.

The total academic school year will include 180 days of classroom instruction. Students will face a demanding academic schedule that runs until 5:00 P.M. on Monday to Thursday and 3:00 P.M. on Friday followed by two hours of study. The 180-day period is the normal number of required days throughout the country. The founders of the School believe this will be a satisfactory time period to accomplish the goals indicated. However, if interim standards set are not being adhered then the School will not hesitate to require Saturday morning classes and/or mandatory summer school.

The School has also been requested to research the applicability of additional sessions during the winter and Spring breaks for interested parents and students. If the demand arises, Washington Latin will open its doors to interested parties during the Winter and Spring breaks as well.

If the School is closed due to inclement weather, then Washington Latin will take the appropriate measures to make up the missed school days. These will include shortening the Spring break and holding class on Presidents Day.

The Washington Latin summer program entitled "The Summer Institute" will begin on June 14, 2005 and run for approximately twelve weeks ending the last week of August. The only holiday during the program will be Independence Day on July 4, 2007. The Summer Institute will be divided into two six week sessions entitled "Summer Institute I" and "Summer Institute II." Summer Institute I will focus on grade level competency. The goal of Summer Institute I will be to:

- Provide extended learning opportunities for students throughout the District of Columbia who need to do extra work to reach grade level competency in English, Mathematics and Science.
- Provide advanced learning opportunities in the areas of English, Mathematics and Science as well as Visuals and Performing Arts, Classics and Rhetoric.

- Not stigmatize students who have failed to achieve stated benchmarks during the regular academic year. Both high performing students as well as underperforming students will be in the same class.

Summer Institute II will be a session focused on learning adventures. Washington Latin will work with its community partners to coordinate actively engaged learning programs throughout the city. The District of Columbia and its many museums, galleries and institutions will be the primary classroom for the Summer Institute II. The focus of this session is to empower students to make learning fun as well as expose students to the wide variety and diversity of learning experiences that this city has to offer.

THE WASHINGTON LATIN SCHOOL
PROPOSED SCHEDULE FOR THE SCHOOL DAY
Lower School Class 1

Time		Monday	Tuesday	Wednesday	Thursday	Friday
7:20		Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting
7:30		Teachers Prepare Classrooms	Teachers Prepare Classrooms	Teachers Prepare Classrooms	Teachers Prepare Classrooms	Teachers Prepare Classrooms
7:40		Doors open for students	Doors open for students	Doors open for students	Doors open for students	Doors open for students
7:50		Attendance/Homeroom	Attendance/Homeroom	Attendance/Homeroom	Attendance/Homeroom	Attendance/Homeroom
8:00		Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20	1st Period	English T1	English T1	English T1	English T1	English T1
10:05	3rd Period	Latin/Classics T3	Latin/Classics T3	Latin/Classics T3	Latin/Classics T3	Latin/Classics T3
10:55	4th Period	Mathematics T2	Mathematics T2	Mathematics T2	Mathematics T2	Mathematics T2
11:45		Lunch	Lunch	Lunch	Lunch	Lunch
12:30	5th Period Wk1	History, Geo. & Civics T8	Science T13	History, Geo. & Civics T8	Science T13	History, Geo. & Civics T8
12:30	5th Period Wk2	Science T13	History, Geo. & Civics T8	Science T13	History, Geo. & Civics T8	Science T13
1:40	6th Period	Vocal Art T10	Studio Art T11	Visual & Perf Arts T9	Tutoring T1,T5,T6,T13	Interdisciplinary Seminar
1:40	6th Period	Visual & Perf Arts T9	Vocal Art T10	Studio Art T11	Tutoring T1,T5,T6,T13	Interdisciplinary Seminar
2:30		Change/Transportation	Clubs/Tutoring	Change/Transportation	Change/Transportation	Clubs/Tutoring
3:00		Team Sports		Team Sports	Team Sports	
5:00		End of School Day	End of School Day	End of School Day	End of School Day	End of School Day
		Two hours of supervised study	Two hours of supervised study	Two hours of supervised study	Two hours of supervised study	Two hours of supervised study

THE WASHINGTON LATIN SCHOOL
PROPOSED SCHEDULE FOR THE SCHOOL DAY
Upper School: Class 1

Time		Monday	Tuesday	Wednesday	Thursday	Friday
7:20		Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting	Faculty Meeting
7:30		Teachers Prepare Classrooms	Teachers Prepare Classrooms	Teachers Prepare Classrooms	Teachers Prepare Classrooms	Teachers Prepare Classrooms
7:40		Doors open for students	Doors open for students	Doors open for students	Doors open for students	Doors open for students
7:50		Attendance/Homeroom	Attendance/Homeroom	Attendance/Homeroom	Attendance/Homeroom	Attendance/Homeroom
8:00		Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20	1st Period	English/Literature T5	English/Literature T5	English/Literature T5	English/Literature T5	English/Literature T5
9:10						
9:45						
10:05						
10:10	3rd Period-Wk1	Visual/Perf Arts T9	Science T14	Visual/Perf Arts T9	Science T14	Visual/Perf Arts T9
10:10	3rd Period-Wk2	Science T14	Visual/Perf Arts T9	Science T14	Visual/Perf Arts T9	Science T14
11:00						
11:05	4th Period	Mathematics T6	Mathematics T6	Mathematics T6	Mathematics T6	Mathematics T6
11:55		Lunch	Lunch	Lunch	Lunch	Lunch
12:40						
	6th Period	Latin/Classics T7	Latin/Classics T7	Latin/Classics T7	Latin/Classics T7	Latin/Classics T7
2:30						
2:35		Change/Transportation	Clubs/Tutoring	Change/Transportation	Change/Transportation	Interdisciplinary Seminar
3:00		Team Sports		Team Sports	Team Sports	End of School Day
5:00		End of School Day	End of School Day	End of School Day	End of School Day	
		Two hours of supervised study	Two hours of supervised study	Two hours of supervised study	Two hours of supervised study	Two hours of supervised study

 5 Minute time allotment for class change

Washington Latin 2006/2007 Calendar

Event	Date
All Faculty and Staff Report to School	08/16/2006
School Opens for Semester 1	09/05/2006
Holiday: Columbus Day	10/09/2006
Holiday: Veteran's Day	11/13/2006
Holiday: Thanksgiving Break	11/22/2006 to 11/24/2006
End of First Semester	12/22/2006
Holiday: Winter Break	12/23/2006 to 01/03/2007
School Opens: Winterim Begins	01/04/2007
Holiday: Martin Luther King, Jr. Day	01/15/2007
Winterim Ends	02/06/2007
Semester 2 Begins	02/07/2007
Holiday: President's Day	02/19/2007
Holiday: Spring Break	03/24/2007 to 04/01/2007
Holiday: Emancipation Day	04/16/2007
Holiday: Memorial Day	05/28/2007
Summer Institute 1 Begins	06/14/2007-
Holiday: Independence Day	07/04/2007
Summer Institute 1 Ends	07/20/2007
Summer Institute 2	07/30/2007 to 08/31/2007

September 	October 	November
December 	January '07 	February
March 	April 	May
June 	July 	August

B. BUSINESS PLAN

B-I PLANNING AND ESTABLISHMENT

Profile of the Founding Group

T. Robinson Ahlstrom

T. Robinson Ahlstrom began his career as an educator at Long Island's famous Stony Brook School where he served as Lecturer on American Civilization and Assistant to the Headmaster. Since then he has headed the Laurel Schools in Brewster, Massachusetts and The Geneva School on Park Avenue in New York City. He has also served as Vice President of The College at Old Westbury and President of the College Foundation.

Most recently, Mr. Ahlstrom served as Dean of the School of Arts & Education at The King's College in New York City. There, he led an undergraduate school of education dedicated to preparing classroom teachers, administrators and policy makers trained in the classical tradition.

Mr. Ahlstrom has done extensive consulting in new school start-ups, curriculum development, institutional advancement, professional development of teachers and Board Training. He is a recognized expert on the development and accreditation of successful Charter Schools.

Before coming to Washington, Mr. Ahlstrom worked closely with the New York City Board of Education and specifically the administration of District II in the Bronx to create Bronx Latin, now a successful New York City public school.

Mr. Ahlstrom holds a B.A. in Philosophy from Trinity College, an M.A. in theology from Andover Newton Theological School, and a Th.M. in history (Puritan Literature and Thought) from Harvard University.

Glenn Kautt

In the financial services industry for 22 years, Glenn is a Certified Financial Planner. He is an Enrolled Agent, licensed to practice before the Internal Revenue Service. Mr. Kautt is a President's Distinguished Scholar graduate of Purdue University and received his MBA from the Harvard Graduate School of Business.

Glenn served as Chairman of the Financial Planning Association ("FPA") of the National Capital Area and a member of the national FPA Chapter Leadership Resource Council. He served on the Advisory Board of *The Journal of Financial Planning*, where four of his contributions on advanced planning topics have been published. Glenn authored the book "Why Stochastic Modeling Will Help Predict Your Financial Future" and "The Invincibility Shield for Investors" along with nine other leading financial planners. He is currently writing "Transition Team", a book on helping business owners to transition out of their firms.

Mr. Kautt has been repeatedly selected as a top financial planner by *Worth* and *Mutual Funds* Magazines. *Washingtonian* Magazine named him as one of the top 100 professionals in the Washington DC metro area. Bachrach Photographers selected him among 200 civic, religious,

academic, media, political and business leaders as "Leaders of the Millennia" in New York, Philadelphia, Washington DC and Boston because of his professional and community involvement.

Prior to becoming the President of The Monitor Group, Inc. a fee-only investment advisory firm managing approximately \$325,000,000 in McLean, Virginia, Glenn was president or principal in a number of other financial service firms. Prior to entering the financial planning industry, he was a strategic management consultant and a Lieutenant in the U. S Navy.

His concern for the welfare and upbringing of children has led Glenn to focus his efforts on improving their situation in various ways. His firm has been a regular sponsor of the Ronald McDonald House of Washington. Glenn has served as a fund raising chair for the Youth for Tomorrow Home, founded by Joe Gibbs. He has been involved in global literacy projects for children, and currently sponsors six children through World Vision. He developed the Coats for Kids Campaign, an effort to collect and distribute clothing to children during Washington's winters. He is a significant contributor to the Foundation for Financial Planning, an organization helping to promote financial literacy and provide pro bono financial planning services to individuals and families in times of crisis.

Dr. A. Knighton Stanley

A. Knighton Stanley has served as Senior Minister of Peoples Congregational United Church of Christ in Washington, DC since 1968. He is a graduate of Talladega College and holds a Master's Degree from Yale University and a Doctorate from Howard University. Before coming to Washington, he served as Associate Pastor of Plymouth Congregational United Church of Christ in Detroit, Michigan.

Upon graduation from Yale University in 1962, he became Director of the Southern Christian Fellowship Foundation at North Carolina Agricultural and Technical University, and in 1964 he joined the faculty and administration of Bennett College. In both of these positions he was active in the 1963 phase of the Greensboro, North Carolina Civil Rights Movement. He served as advisor to the local chapter of the Congress of Racial Equality and was appointed to the Human Rights Commission of the City of Greensboro.

Dr. Stanley has distinguished himself in many capacities in the District of Columbia. During the Bicentennial era, he served as Executive Director of the Office of Bicentennial Programs of the Nation's Capital and Special Assistant to Walter E. Washington, then Mayor of the District of Columbia. He served as Chair of the Board of Trustees of the University of the District of Columbia. He is presently a member of the Advisory Board of Industrial Bank of Washington, and serves on the Judiciary Nominating Committee for the Superior Court and the Court of Appeals of the District of Columbia. He is the founder and General Secretary of the Petworth Assembly and a member of the Board of Directors of the National Interfaith Alliance. He is Founding President of the Faith Based Community Action Partnership, an organization that, in conjunction with the Washington Metropolitan Police Department, addresses the needs of youth.

Milton Kotler

Milton Kotler is a marketing strategist with thirty years of professional experience. He is President of Kotler Marketing Group, headquartered in Washington DC, with an office in Shenzhen, China. KMG conducts projects in marketing strategy, place marketing, branding, partnering, distribution, price modeling, promotion, Internet marketing and marketing training. Mr. Kotler has led strategic projects for

Ford Motors, Michelin, SBC, JP Morgan, Novartis, Pfizer, IBM, Motorola, Pratt&Whitney, Northwestern Financial Services and other Fortune 1000 companies.

He has delivered public seminars in over 25 Chinese cities and is author of A Clear-Sighted View of Chinese Business Strategies. Mr. Kotler is a frequent contributor to Chinese business newspapers and magazines. He has conducted seminars in the Executive Education Program of Tsinghua University.

Dr. Kathleen Madigan

Dr. Kathleen Madigan is an educator committed to providing all students with the highest quality education possible and an advocate for children with special needs. Nationally recognized as a "teacher of teachers," Dr. Madigan currently serves as President of the American Board for Certification of Teacher Excellence.

As Vice President for Instruction and Behavior at Advantage Schools, a company that specialized in charter school management and direct instruction, Madigan was responsible for shaping and implementing the curriculum, behavior management and staff development at 16 charter schools. Madigan has also been an Assistant Dean of Education at the University of Oregon where her duties included work as a liaison from the university to the state's Teacher Standards and Practice Commission as well as oversight for graduate education programs.

Dr. Madigan has been a regular and special education classroom teacher, principal, college professor, curriculum coordinator, and research project director. She is experienced in the field of neurological health care and administration. As Regional Vice President for Learning Services Corp., Madigan managed a post-acute traumatic brain injury rehabilitation center and conducted research in memory and learning. Prior to that she directed an adult psychiatric program with direct responsibility for supervision of medical and clinical staff. Regarded as an expert in effective instruction and behavior management, she has conducted over 400 workshops to improve school wide, individual teacher, and leadership practices throughout the United States and Canada.

Madigan's recent accomplishments include an appointment by Governor Paul Cellucci in Massachusetts to serve on a five person Education Management Audit Council, which operates as the independent oversight board for educational accountability in the state. She is also currently serving on the Select Panel to redesign teacher preparation programs for the Board of Regents, the State Board of Education and Governor Mike Foster of Louisiana. In addition, she serves on the technical advisory panel for the California Commission on Teacher Certification in the area of reading.

Ms. Harietta Fowler

Ms. Fowler spent 25 years in the traditional public schools and charter schools teaching educationally challenged children in grades K-12. For seven years, she and her sister owned and operated a child development center that was nationally recognized. Ms. Fowler received her degree in early childhood and special education from the University of Central Arkansas. She currently works for DC Parents for School Choice as a parent consultant. She also serves on the Board of the DC Chapter of Black Alliance for Educational Options.

Thomas J. Dawson III, Esq.

Mr. Dawson is a former public school teacher with more than five years of classroom experience. Though no longer an educator, he understands the difference committed teachers and supportive schools can make in a child's life. As a long time DC resident, Mr. Dawson has worked with local colleges and community outreach programs to ensure that all youth have access to a quality education.

Mr. Dawson, a graduate of Morehouse College, a former Ford Foundation Scholar and McKnight Foundation Fellow, holds a law degree from George Washington University and is a member of the DC Bar. He also has Masters Degrees in both Public Health and Philosophy. Mr. Dawson is currently an attorney and pension law specialist for the Department of Labor, and serves on the Board of Directors for the Washington Free Clinic.

Geoffrey A. Jones

Geoffrey A. Jones has had a distinguished career as a leader in both public and private education. In July 2000, Mr. Jones was appointed Head of The Potomac School, an independent K-12 school located in McLean, Virginia.. In 1988, he was named the founding principal of the nationally renowned Thomas Jefferson High School for Science and Technology in Fairfax County, Virginia, where he served for twelve years. From 1983 to 1988, he was the principal of Oyster River High School in Durham, New Hampshire, and from 1975 to 1983 he served as the principal of the University of Chicago Laboratory High School, another nationally acclaimed independent school.

Mr. Jones has focused on the leadership roles of school administrators and faculty in developing and promoting new curriculum initiatives for academically talented students. Through his work in Chicago and now in Virginia, Mr. Jones has gained extensive experience in building private/public sector linkages and support for education. He has served on numerous standing and ad hoc committees focused on restructuring education and is described as a visionary leader who cares deeply about building community in the educational environment.

Mr. Jones earned his Bachelor of Science and Master of Science degrees from Indiana State University. He and his wife, Carol, have one son, Griff, and reside in McLean, Virginia.

Mark S. Rivers

Mark Rivers is Founder and Managing Member of Potomac Development Partners, LLC. Founded in 2002, Potomac Development specializes in the development of large and complex real estate projects. In his 20 years of experience, Mr. Rivers has developed over six million square feet of real estate projects throughout the United States. He has direct experience in all aspects of real estate development, including land acquisition, financing, architectural and engineering design, construction, and leasing. Project experience ranges from small office renovations to urban mixed-use development projects valued in excess of \$300 million. Recent notable projects include the development of the American Red Cross National Headquarters building, Gallery Place and the Wax Museum project, all located in Washington D.C.

Stephen M. Lovett

Stephen M. Lovett brings over 30 years management experience with non-profit organizations. He is currently with the American Forest & Paper Association where he has served since 1986 as International Vice President, Forest Resources Group Vice President, and now Executive Vice President.

Mr. Lovett played a leadership role in the development of the Sustainable Forestry Initiative® program, one of the largest certification programs for sustainable forest management in the world. For many years he chaired the Industry Sector Advisory Committee and served on the Agricultural Policy Advisory Committee, both advisory committees appointed by the Secretaries of Commerce, Agriculture, and the U.S. Trade Representative.

For several years he worked with a market access firm in Beijing and was the first to conduct a comprehensive study of China's forestry sector soon after China opened in the early 1980s. He speaks Chinese and has extensive experience in the Far East.

Mr. Lovett is a native of Massachusetts and graduate of Harvard College. He served in the U.S. Navy, and was a Merrillies Fellow in poetry at Stanford University, where he received his Master of Arts degree. He has served on boards of refugee resettlement and education programs. Steve and his wife Ann Elizabeth (AE) live in the Crestwood area of Washington DC with their two young children, Skylar and Sean.

John Oler

Mr. Oler has over 23 years in commercial real estate business. John is an independent consultant to CRESA Partners through his own firm JSBO Realty & Capital Inc. He provides four principal services: commercial office leasing/subleasing, investment property brokerage (acquisitions or dispositions), private equity and debt raising and institutional lender/investor 'due diligence'. His clients include J.P. Morgan Chase Mortgage Capital, and Deutsche Bank Mortgage Capital. Prior to establishing his own firm, John was a Managing Director for Insignia/ESG. His clients included Clifford Chance Rogers & Wells and Warner Brothers. He was previously a Vice President in Chase Investors Real Estate Group where he managed the turnaround of certain office properties in a \$3.0 billion 25 million square foot portfolio of office, retail and industrial properties throughout the US. John began his career with Cushman & Wakefield. He has worked with Principals of CRESA Partners for nearly 10 years and is currently involved in advising one of their clients on the consolidation, financing and renovation of a UN consulate/mission headquarters in New York City.

John received both his BA in History and MA (Architecture & Urban Planning) from UCLA. Additionally, he holds accreditations from NYU Real Estate Institute, Graduate Diploma Citibank/Citigroup, Credit Training Program.

William Craig Rice

William Craig Rice is president of Shimer College in Waukegan, Illinois, one of a handful of U.S. colleges devoted to the Great Books. Its four-year core in humanities, social sciences, and natural sciences was designed by Robert Maynard Hutchins of the University of Chicago. Its octagonal classroom tables were designed at Frank Lloyd Wright's Taliesin to promote discussion among a dozen participants.

Born in Washington, DC, Bill took his bachelor's degree in literature at the University of Virginia and doctorate at the University of Michigan, Ann Arbor, where he won the Hopwood Writing Award and the Brubacher Prize in the History of Education. Bill's publications include: *Public Discourse & Academic Inquiry*, a study of the sociology of knowledge; *Characteristics of Exemplary Schools*; numerous articles, reviews, essays, and poems in such periodicals as *The New Criterion*, *Policy Review*, *Sewanee*, and *The Washington Post*; and *Fine Points*, an advanced stylistics handbook in progress.

The recipient of numerous teaching awards, Bill has taught at the Webb School in Bell Buckle, Tennessee, Temple University, and the University of Pennsylvania. From 1992 to 2001, he served on the Faculty of Arts and Sciences at Harvard University, where he also edited non-fiction for the *Harvard Review*. While at Harvard he became increasingly involved in education reform, helping transform the Massachusetts curriculum and assessment in English Language Arts into a premier national model. He has been a Visiting Fellow at Johns Hopkins University and the American Enterprise Institute, an Ella Baker Fellow at Antioch New England Graduate School, and from 2001-2004 a staff member at the American Academy for Liberal Education, where he created new K-12 programs. In recent years he has been a frequent consultant to the American Board for Certification of Teacher Excellence, which offers an alternative route into the K-12 classroom for liberal arts college graduates and career-switching professionals.

Vinton Rollins

Vinton Rollins is a Principal in the New York office of Shattuck Hammond Partners LLC. In his investment banking career of over 30 years, Vinton has participated in a wide range of client engagements and significant transactions, including public offerings and private placements, corporate and tax-exempt financing, strategic planning, mergers and acquisitions, valuations and fairness opinions. He has worked with a broad range of healthcare clients, with a special focus on academic medical centers including The George Washington University, Georgetown University, and the University of Miami. Vinton has also served as an investment of all external financings undertaken by the Mayo Clinic since 1985, now totaling more than \$2.0 billion.

Mr. Rollins was one of the founders of Shattuck Hammond Partners Inc. in 1993. Previously, he was a Partner at Cain Brothers, Shattuck & Company and was a Vice President in investment banking at Merrill Lynch, where he worked with the firm's publicly traded corporate clients. Mr. Rollins earned his B.A. degree from Duke University in 1968 and his M.B.A. in Finance from the Graduate School of Business of the University of Chicago in 1972. During 1969 and 1970, Mr. Rollins also served in the military intelligence branch of the U.S. Army.

Dean (Kip) Witter III

Mr. Witter is currently President and Chief Executive Officer of William D. Witter, Inc., and a New York-based registered Investment Advisory firm. The firm was founded in 1977 and has \$2.4 billion under management.

Mr. Witter's finance career started 30 years ago with US Leasing International, Inc., after which he spent 12 years in various finance positions with Amdahl Corporation (formerly ASE: AMH). His last 5 years there were as Vice President and Treasurer. Since Amdahl, he was a founder of Eeonyx Corporation (privately held) and a senior consultant with the Capstone Group and the Brenner Group, where he specialized in providing financial executive consulting to high-growth and early-stage clients.

Mr. Witter joined Hello Direct, Inc. (formerly NASDAQ: HELO) and served as Chief Financial Officer until the time of its acquisition by GN Great Nordic.

Mr. Witter received his MBA from the Stanford University Graduate School of Business and his BA in Applied Mathematics from Harvard College (*magna cum laude*). He is president of The Dean Witter Foundation and serves as a trustee of the Harvey and Maud Sorensen Foundation and of the Pacific Vascular Research Foundation.

Steve Watson

Steve left the business world in 2000 to improve the education of our country's youth. Since then, he has taught HS Math, was CFO at a private HS, and is now VP-Corporate Relations at The King's College. At King's he helped start up a new public HS in the Bronx, has taught Marketing and is managing 4 different program areas.

During his business career, Steve co-founded and worked as operating principal of companies in five countries. Five of his start-ups were successfully sold to larger companies. Steve performed all operating roles including Marketing, Finance and Operations. He has significant experience in securing financing, international marketing and business plan development. The primary industry focus of the companies has been computers. Other ventures were in television production, leisure, and biotech. Steve received MBA and MPA degrees from Harvard and a BS in Mechanical Engineering from WPI.

John P Coleman, CPA

John Coleman is a member of the American Institute of Certified Public Accountants. He has been a Certified Public Accountant since November of 1991. John graduated in 1991 and 1992 from Virginia Polytechnic Institute and State University with a B.S. in Accounting and a Masters of Accountancy, Concentration in Tax, respectively. John worked six years in the District of Columbia for the "Big 4" Public accounting firm of Deloitte & Touche. He then went on to work as a tax manager for five years with Gannett Co., Inc., the world's largest publishing company with ownership of such publications as USA Today.

John is now in private practice serving businesses, not for profits and individuals alike in the areas of taxation, accounting and finance. His firm, LT Business Dynamics continues to serve the District of Columbia, Maryland and Virginia in a very unique 'hands on', 'face to face' approach which has won the admiration of his colleagues for over a decade.

Planning Process

"For too long we have watched the educational establishment underestimate the curiosity, character and creativity of our kids. The time for mere reflection on theory and policy has passed. The need of the hour is to build great schools—one at a time. It is to love and to teach boys and girls—one at a time."

T. Robinson Ahlstrom

The initial vision for The Washington Latin School was born in the heart and mind of T.R. Ahlstrom. As the Dean of The King's College School of Arts & Education, his mission was to prepare a new generation of K-12 classroom teachers—especially teachers who could teach in the challenging classrooms of New York City.

When it soon became apparent that much of what his students were learning in their college classrooms was being unlearned in field assignments in low performing or non-performing NYC public schools, Mr. Ahlstrom had an idea. He formed a committee and, together, they set about to create a "lab school" where theory would be matched by practice.

In one year, that talented team of civic leaders won a Bill and Melinda Gates Foundation grant and created a new public school—the first classical public school in New York City's history. It opened this past fall.

While winning the grant and opening the school was exciting, it soon became apparent to everyone on the committee that a public charter school would provide a better organizational structure to facilitate the kind of excellence the Committee was seeking to create. In July, armed with experience and knowing just what a talented committee could do, Ahlstrom left his professorship in New York City and came to Washington to form the D.C. Committee for Classical Education.

Each Thursday night, members of The Committee for Classical Education gather in a Board Room to hammer out some aspect of the Educational Plan or the Charter Application. Each Tuesday morning, the Board of Governors meets to set policy and direct work on the ten critical tasks that must be accomplished if a fine school is to open on the 5th day of September, 2006.

The DC Committee is an *ad hoc* committee that includes the Governors, the Visitors and several school teachers, experts, policy makers and community leaders who have actively and consistently contributed to the development of the Educational Plan and the Charter Application.

Along with classroom teachers and educational experts, the Committee includes parents, a DC student, clergymen, lawyers, accountants, financiers, a real estate developer, artists, musicians, college professors and educational policy makers. It is a loose knit band of citizens that share a common passion—to give young Washingtonians the gift of a liberal classical education.

Typically, people who become involved in the project start by giving advice, or money or time and talent. Some move on to become Governors and some, Visitors. Three have accepted invitations to work in the new school. (A Business Manager, a Classics Instructor and a Special Education Teacher.)

The Committee, like the School, is a work in progress. There has been no attempt to make it large and unwieldy. As Margaret Mead once said, "Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has."

Corporate Structure and Nonprofit Status of the School

The Washington Latin School has worked with Mr. Ed Bloom, Esq. of the Washington DC law firm of Bell, Boyd and Lloyd on incorporation and tax-exempt status. The school has been incorporated as a District of Columbia corporation. The corporation has already obtained a Federal Employer Identification Number from the Internal Revenue Service ("IRS"). The application for tax exempt status has been sent to the IRS. Form 1013 is available for review. Final approval is expected by September 2005.

The establishment of effective and accountable Board governance will ensure that Washington Latin is mission-driven, viable and sustainable as an operating entity. Glenn Kautt has already assumed the responsibility of serving as Chairman on the Board of Governors. The Board must have effective and accountable board governance. In order to do this, the Board must be fully constituted, have quorums, and hold regular meetings scheduled in advance. The Board must operate under by-laws and written policies that are available to the public upon request. Finally, the Board must provide effective oversight of the school's program and finances.

Washington Latin will have a two Board governance team: The Board of Governors and the Board of Visitors. The Board of Governors will meet the requirement of statutes of the District of Columbia. It will draw from prominent people from around the world. Washington Latin will be a viable public/private partnership. It is safe to say that this two Board governance team greatly enhances the school's ability to harness the gifts and experience of outstanding Americans. Washington Latin has intentionally moved with caution to elect individuals to fill these five-year terms. Clearly, their integrity, expertise and level of commitment will determine the success of the School. The anticipated date of fulfillment of the Board of Directors and Board of Visitors is September 2005.

The board of Governors and Visitors already includes distinguished individuals in investment, accounting, legal and real estate development. Washington Latin will seek to add similar expertise in marketing and public relations.

Please refer to the attached documents entitled "Articles of Incorporation" and "Bylaws" in the required documents section.

B-2 GOVERNANCE AND MANAGEMENT

Board of Governors

The Corporation of the Washington Latin School will consist of not more than seventy-five members. Sixty of these will be non-voting members, called **Visitors**, are who, according to the Bylaws,

"...distinguished citizens from throughout the United States and beyond. The Members (Visitors) will be expected to offer advice and counsel to the Head Master and the Board of Directors (Governors), garner material support for the School(s) operated by the Corporation, and to carry the mission and message of the Corporation to the general public."

Fifteen of the Members comprise The Board of **Governors**. They are the legal trustees of the registered District of Columbia not-for-profit corporation called The Corporation of the Washington Latin School. According to the Bylaws,

"The business and affairs of the Corporation shall be managed by its Board of Directors" (Governors).

Compensation

It is important to note that no Member of the Corporation (either Governor or Visitor) will be compensated for the day-to-day expenses they incur in the discharge of their duties. According to the Corporation Bylaws,

"The Members will not be compensated for serving as Members and will not be entitled to reimbursement for out of pocket expenses incurred directly by serving as Members. No compensation or reimbursement will be provided for travel, lodging or food expenses, incurred with attendance at an Annual or Special Meeting of the Members. The Board, in its reasonable discretion, may approve, but will not be required to approve, of reimbursement for any unusual or unforeseen expenses incurred by a Member."

Committees

The Board of Governors functions through the work of seven standing committees and such special committees as, from time to time, seem necessary. The Standing Committees are:

1. The Executive Committee
2. The Budget and Finance Committee
3. The Investment Committee
4. The Building and Grounds Committee
5. The Education and Appointments Committee
6. The Alumni Affairs and Development Committee
7. The Nominating Committee

The Executive Committee, under the leadership of the President of the Board of Governors, works closely with the Head Master to make the critical decisions that have to be made on a day-to-day basis between quarterly board meetings. Nevertheless, the line between governance and management is very clear. According to the Bylaws,

*"The **President** shall be Chairman of the Board of Directors and will otherwise control all of the day-to-day business and affairs of the **Corporation** with all powers necessary, advisable or convenient to that end".*

*"The **Head Master** is the chief executive officer of the Corporation. The **Headmaster** will oversee the day-to-day business and affairs of the **School**. He shall have all the powers and perform all the duties imparted him by law, by these Bylaws, and also such other powers and duties as may be incident to his office. Subject to the authority granted by the Board of Directors, the Headmaster will be responsible for the effective administration of the School."*

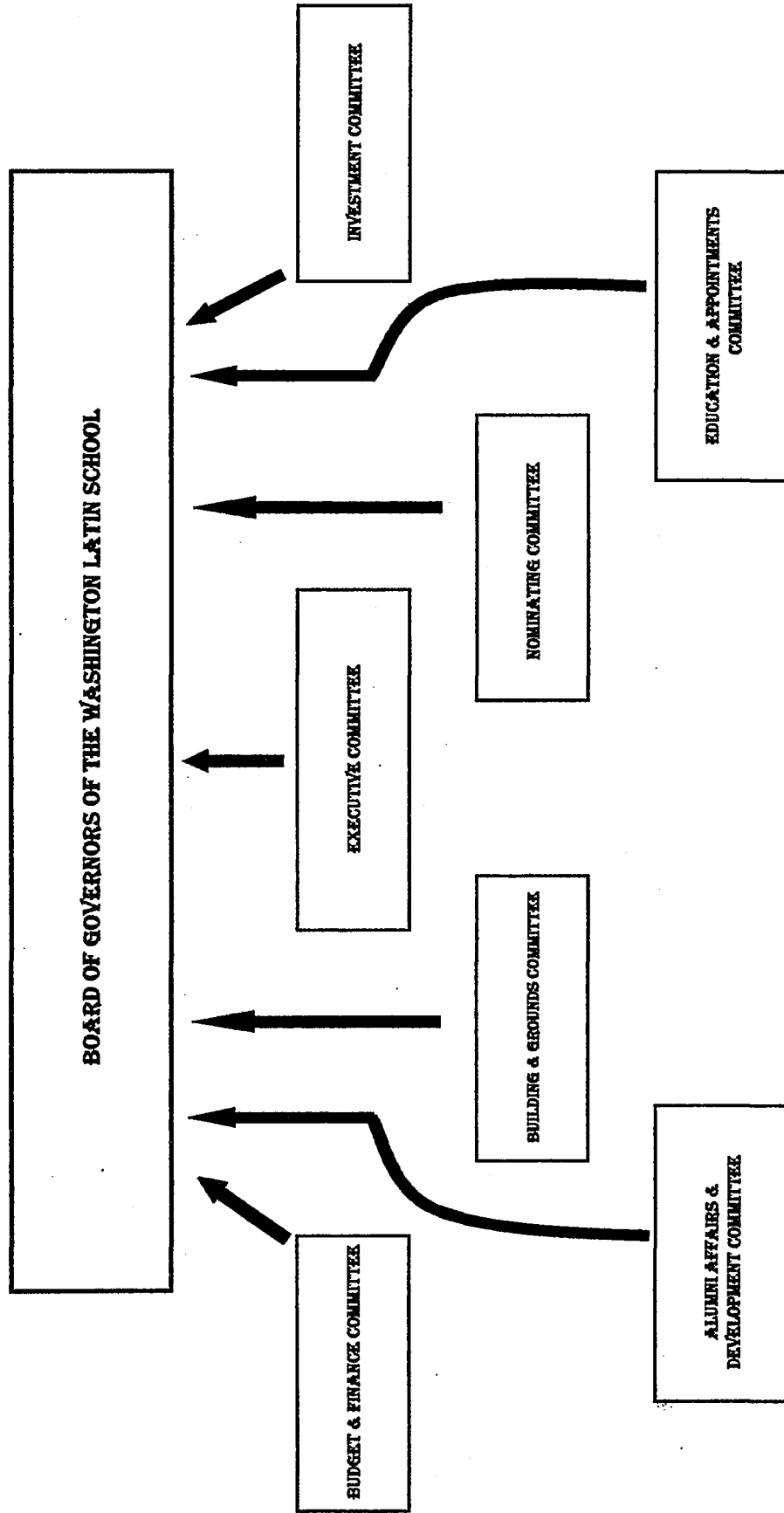
At the time of this filing, the Board of Governors is less than half complete. It is a mix of Washingtonians and New Yorkers familiar with Mr. Ahlstrom's work and zealous to see the School established. Mr. Foley, though practicing law in New York City, was raised in Southeast and has a deep commitment to providing educational opportunities for District youth.

Over the next several weeks the Board of Governors will expand, inviting the involvement of several leading Washingtonians. Each of the School's founders is committed to build a Board that reflects the racial and cultural diversity of the District of Columbia. When all fifteen members are chosen (by September of 2005) there will be at least two prospective parents on the Board and a majority of its members will be residents of the District.

The Corporation is already rich in legal, financial, real estate, educational and public relations expertise. As the Board is expanded, it is within careful eye to gather (a) the professional



THE GOVERNANCE OF THE WASHINGTON LATIN SCHOOL



competencies that can effectively oversee the administration of the School's programs, and (b) to build material support.

As we seek to fill out our 15 member governing Board, we are fulfilling our commitment to reflect the racial and cultural diversity of the District and to ensure that a majority of Governors live within its limits. Furthermore, we are adding individuals whose academic training and professional experience are appropriate for the governance of a public school. These areas of expertise will include business, finance, educational law, real estate, public relations, public school instruction and administration.

Current members are:

Glenn G. Kautt
President and Chairman
The Monitor Group, Inc
1430 Spring Hill Road, Suite 400
McLean, VA 22102

T. Robinson Ahlstrom
Head Master
The Washington Latin School
3131 Connecticut Avenue, NW
Washington, DC 20008

The Rev. A. Knighton Stanley
Senior Minister
Peoples Congregational Church
4704 13th Street, NW
Washington, DC 20011

John S. B. Oler
President,
JSBO Realty & Capital
301 E. 47th Street
New York, NY 10017

Thomas Dawson III, Esq.
Attorney
4857 Colorado Ave N.W.
Washington, DC 20011

Harietta M. Fowler
209 Hawaii Ave., NE
Washington, DC 20011

Stephen Lovett
Executive Vice President
American Forest & Paper Association
4200 Argyle Ter Nw
Washington, DC 20011

Kathleen Madigan
President,
American Board of Certification for Teacher Excellence
1225 19th Street, NW
Washington. DC 20036

Stephen P. Foley, Esq.
Davis & Gilbert, LLP
1740 Broadway
New York, NY 10019

Rules and Policies

§38-1802.02(7), DC School Reform Act requires "a description of the proposed rules and policies for governance and operation of the proposed school." The Washington Latin Board of Governors has the responsibility of creating governing rules and policies in the following areas including but not limited to:

Expenditures;
Administration;
Personnel;
Acquisition of real property;
Secure receiving and disbursement of funds;
Secure adequate insurance;
Contracts and leases;
Debt and verifiable ability to repay;
Solicitation of grants and gifts and;
Preparation of budget and delivery of audited financial statements

Washington Latin is currently gathering policies and procedures from a variety of sources. These sources include Roxbury Latin School, Andover, Exeter, The American Academy for Liberal Education, National Association of Parliamentarians, American Board for Certification of Teacher Excellence, Booz Allen Hamilton, Charter Friends National Network, Boardsource and the National Institute of Parliamentarians.

Over the next few months, The Washington Latin Board of Governors will finalize the compilation of documents from the sources above, as well as additional sources. These materials will be reviewed and analyzed. The Board of Governors will then adopt a written policy which is clear in its intent, purpose and guidance on rules and procedures necessary for effective Governance over Washington Latin.

From these guidelines, the School's first Faculty & Staff Handbook and Parent Handbook will be created. This process needs to include an expanded Committee comprised of parents, educators and at least one member of the Board of Governors. Ideally an Academic Dean will be under agreement and able to participate in these decisions.

In most cases, ideas have been communicated from the DC Committee—and friends and neighbors and experts—through Head Master, back to the Board. It is a very decentralized process. While the

Board remains open to innovative policies and practices, there is a bias toward proven rubrics and recognized "best practice."

Administrative Structure

The administrative structure of Washington Latin is very traditional. Several sets of bylaws were reviewed and a variety of administrative arrangements were considered. In the end, the Committee has moved toward an administrative structure that empowers students, parents, alumni/ea, and community partners. This is based on the belief that every stakeholder should be able to participate in shaping what each believes will become a template for public education throughout the United States.

The key managerial positions of the faculty and staff of Washington Latin will be comprised of eight individuals including the Head Master, Office Manager, Student Performance Coordinator, Director of External Affairs, Business Manager, Academic Dean, Dean of Lower School and the Dean of the Upper School.

In the resolution electing Mr. Ahlstrom as their first Head Master, the Governors spelled out his duties in close conformity to the bylaws:

"he shall design a comprehensive program of arts, letters and sciences, gather and maintain a distinguished faculty, lay prudential plans for the school's growth and well-being, seek support from every quarter, superintend the nurture and instruction of each young scholar, and discharge such other duties as from time to time may seem appropriate..."

In the fulfillment of these constitutional duties, the Head Master will:

- ❑ Submit an Educational and Instructional Plan to the Board of Governors for their approval
- ❑ Prepare quarterly reports to the Governors on all aspects of the School
- ❑ Attract and maintain a distinguished faculty
- ❑ Represent the School in the wider community
- ❑ Prepare and deliver Annual State of the School Address
- ❑ Encourage parents in their participation in the school
- ❑ Host Latin Parents' Association evening meetings throughout the school year
- ❑ Develop a *Call to Design* for Architects
- ❑ Design program of study, teach and tutor Rhetoric
- ❑ Serve as Assistant Coach of Cross Country teams
- ❑ Ensure all compliance requirements and guiding principles are maintained for the charter, charter school regulations, grantee guidelines and board mandates
- ❑ Work with Business Manager to develop and monitor a budget for the school.
- ❑ Ensure that Washington Latin will be safe and secure environment

It is recognized that to fulfill these responsibilities effectively the Head of School, whoever he or she may be, must *empower others to take ownership of the School*. Critical steps in this process include:

- ❑ A culture of trust and decentralized authority
- ❑ Active efforts to recruit "the best and the brightest"
- ❑ Representation by Community Partners on Boards and Key Committees
- ❑ A Strong and Effective Parents' Association with Representation on the Board of Governors

As the Chief Academic Officer of the School, the Academic Dean will:

- ❑ Establish and review grade-level benchmarks in each subject area
- ❑ Maintain longitudinal studies of all students and programs against those benchmarks
- ❑ Chair the Accreditation Team
- ❑ Provide accurate information to parents, and American Academy of Liberal Education
- ❑ Employ data for faculty evaluations and Professional Development
- ❑ Supervise the ELL and Special Education Programs

The Business Manager will:

- ❑ Maintain general ledger, payroll and accounting system for the School
- ❑ Prepare, review and distribute periodic financial statements in the format requested, as required by the Board, authorizers, the Federal government, foundations and other parties (when required) in accordance with Generally Accepted Accounting Principles
- ❑ Maintain physical, electronic, and procedural safeguards that comply with federal regulations to guard nonpublic personal information
- ❑ Ensure appropriate technology supports teaching and learning opportunities and revise budgets accordingly
- ❑ Serve as key liaison with annual external auditors
- ❑ Serve as compliance officer for the School
- ❑ Ensure all donations, funds and other payments made to and from the school are correctly accounted for in the financial statements and that internal controls and other accounting controls are sufficient

The Student Performance Coordinator will:

- ❑ Teach and supervise special education program (see section on Students With Disabilities)
- ❑ Lead intervention team
- ❑ Train faculty in special education assessment and response
- ❑ Mentoring students with severe behavioral problems.
- ❑ Monitor the ELL program

The Parent Coordinator will:

- ❑ Help facilitate new parent orientation
- ❑ Organize and lead a series of parent empowerment seminars. These will typically be weeknight meetings in September, October and February that deal with specific aspects of student behavior and performance
- ❑ Conduct in school and in home meetings designed to strengthen parent involvement in the education of their own children
- ❑ Where necessary, help parents identify and access support from other social service agencies
- ❑ Provide administrative assistance to the Parent's Association

The Director of External Affairs will

- ❑ Focus on student recruitment, enrollment and retention
- ❑ Liaison to community partners

- ❑ Manage outsourcing of institutional advancement
- ❑ Coordinate with public relations council in message management, media strategy, advertising and other special events
- ❑ Liaison between administrative team and Parents Association
- ❑ Coordinate the school's Citizen Leadership Community Experience requirement

In the first years, the Lower and Upper School Deans will be full time schoolmasters. Their duties will include:

- ❑ Maintain reports of grade-level teaching teams
- ❑ Lead teacher-orientation and professional development opportunities
- ❑ Lead morning faculty meetings
- ❑ Submit faculty and intern performance reviews to the Office of the Academic Dean
- ❑ Sign off on procurement requests submitted to the Business Manager
- ❑ Maintain high-quality substitute lists and ensure that all classes are covered
- ❑ Gather and maintain daily attendance logs
- ❑ Chair weekly faculty meetings
- ❑ Implement programs of Professional Development
- ❑ Assist Head Master and Academic Dean in hiring interviews of faculty.
- ❑ Review and provide guidance on lesson plans prepared by educational faculty.

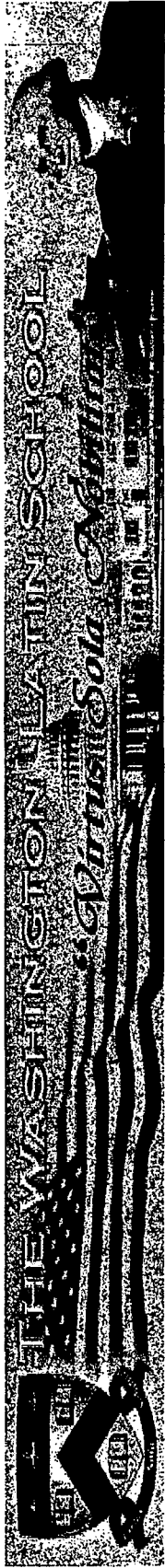
The Office Manager will:

- ❑ Maintain a professional and secure school office
- ❑ Be fluent in both English and Spanish
- ❑ Coordinate procurement with the Business Manager of all educational, academic and administrative supplies
- ❑ Maintain secure and confidential academic and medical records
- ❑ Maintain accurate attendance (and tardiness) records and convey them to DCPS
- ❑ Oversee student registration and transfer
- ❑ Serve as scribe for administrative team
- ❑ Serve as Secretary for Head Master

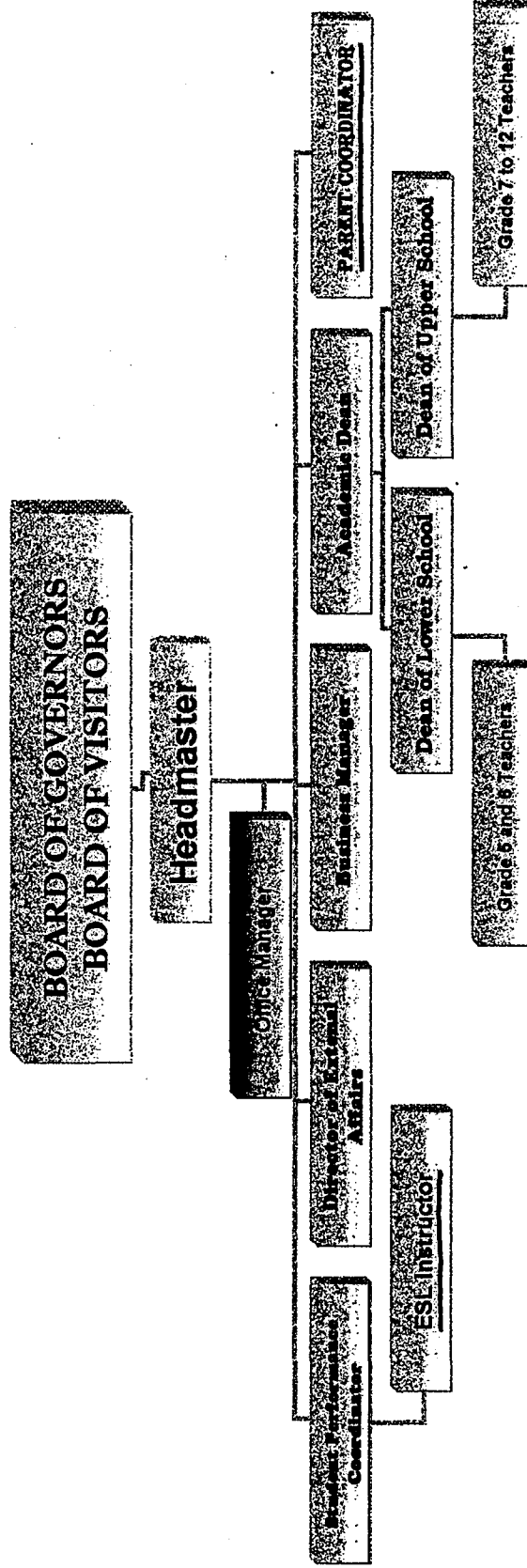
Both the Academic Dean and the Business Manager will also teach on a part time basis. This structure has been chosen in order to make the School as lean as possible in order to exceed budgetary requirements.

School Management Contracts

The Washington Latin School is not a part of a larger corporation or franchise. It is a single public charter whose contracts will be with the District of Columbia Public Charter School Board and with Washington Latin vendors and community partners. All vendor contracts will be bid competitively amongst at least three applicants and transparent to the public.



THE PRELIMINARY MANAGEMENT OF THE WASHINGTON LATIN SCHOOL



Anticipated Sources of Funds***DC Contract Funds***

Washington Latin expects to receive approximately \$2.1 million dollars in public funding during the School's first year. During the first five years of operations, it is projected that 93.74% of the revenues will come from DC contract funds. This figure includes the per pupil allotment (\$1,383,199), the per pupil facilities allowance (\$448,400), the allocation for special education students (\$76,732), as well as the entitlements, fundraising and grants listed below.

Federal Entitlements

Washington Latin expects to receive the following federal funding in its first two years of operation:

Grant Type		Year 1	Year 2
Title 1	Improving the Academic Achievements of the Disadvantaged	39,228	50,375
Title II, Part A:	Teacher and Principle Training and Recruiting Fund	27,192	35,646
Grant Type		Year 1	Year 2
Title II, Part D:	Enhancing Education Through Technology	3,910	5,126
Title III	Language Instruction for Limited English Proficient and Immigrant Students	0	0
Title IV:	Safe and Drug Free Schools and Communities	2,908	3,912
Title V: Part A	Innovative Education Programs	4,363	5,720
Federal Lunch Reimbursement		16,858	21,807
Total Entitlements		94,459	122,586

These federal funds will be 4.2% of total revenue. 25% of the students are expected to be eligible for Title 1 funding, 100% for Title II, Parts A and D, 0% for Title III and 100% for Title IV.

Federal Competitive Grants

Washington Latin has budgeted to receive funds from Title II, Part D Enhancing Education Through Technology (Ed Tech) for approximately \$9,036 in the first two years of operation. These funds are made available to schools with a large population of low-income students according to a formula.

Washington Latin has budgeted to receive Title V, the Public Charter School Grant, in the amount of \$110,000, 200,000 and 200,000 for three years respectively: Pre-Opening Year, Year 1, and Year 2.

For conservatism, Washington Latin has not included any other additional competitive federal grant funds in the budget. However, additional funds from these federal competitive grand programs will be solicited. The raising of funds from both public and private organizations will be an integral part of the Washington Latin fundraising effort.

Contingency Planning

As previously mentioned, the enclosed budget has been conservatively constructed. This budget has been built on conservative principles of accounting whereby revenues should be cautiously minimized while expenses should not be eliminated unless all indicators demonstrate that the costs should not be incurred. The core foundation of the schools cohort (class) system lends itself to opportunities for expense reduction. For example, more than one cohort could attend a lecture. This would reduce faculty headcount, salary expense and enable Washington Latin to hire more part time instructors which would also reduce fringe benefit expenses.

Many of the community partners detailed above may also be willing to perform lectures and additional products/services at little or no cost. Mr. Ahlstrom is also a well renowned teacher whose duties are budgeted to include Head Master, principal and teacher. His teaching responsibilities could expand in cases of fiscal emergency. Finally, the arrangement whereby interns replace the old model of "student teachers" will also result in additional cost reduction since intern costs are relatively lower than those of the traditional student teacher.

In addition to being the business manager for the school, John Coleman is also a Certified Public Account. Having a business manager who is also a Certified Public Accountant will enable Washington Latin to have continuous guidance, accountability and fiscal responsibility on a daily basis.

Despite the controls placed on this budget, additional actions can be taken in the case of either a revenue shortfall or an increase of expenses. Washington Latin would take the following courses of action:

The enclosed budget assumes new materials and equipment will be purchased for the school. Washington Latin could reduce these costs through a reduction in new equipment, computer, furniture and software purchases

Over \$177,000 is budgeted for computers in the first five years of the school. Although not optimal, the number of computers could be reduced. Refurbished computers could be used or the technological features could be reduced. A 20% reduction would save \$35,400.

Furnishings and other equipment expenses are budgeted at \$335,000 at for offices and classrooms. This could be significantly reduced through the purchase of used furniture and equipment. A 20% reduction would save an additional \$67,000.

Finally, Washington Latin could increase the classroom size of the school. However, this would only be done if all other available resources have failed. The priority demonstrated in the first year budget is representative of the prevailing understanding of resource allocation that will guide the School for the foreseeable future. Every other budgeted line item is subservient to funds spent on attracting and maintaining a distinguished faculty.

Washington Latin will strive to be fiscally responsible and will perform additional analysis on the above cost saving measures (other than the classroom size increase) over the next few months. Washington Latin will negotiate with vendors to acquire materials and equipment at reduced prices in return for long term supply contracts. During the first two years of operation, this fiscal responsibility will be key as Washington Latin attempts to acquire a permanent home. Washington Latin will enter into a long-term lease contract with a real estate development company in order to secure this facility. A capital fundraising campaign will be developed once a site has been selected and more cost details become available.

Private Funding Initiatives & Institutional Programs

The Washington Latin School is being designed as a public/private partnership. It is anticipated that within the first decade of the School's existence, more than half of its total funding will come from private sources. To make this ambitious goal a reality, the School has been organized as a dual-board corporation (a separate foundation may be added).

Because the school's program represents elements of quality and innovation that will undoubtedly become a model for other schools and a new template for the comprehensive public school, the Committee is confident that a National Board of Visitors will be able to garner significant resources, not only from the metropolitan region, but from throughout the nation.

The Board of Governors has already authorized the development of The Fund for Washington Latin. The goal of the campaign, presently in its design stages, is to raise \$2.7 million by the opening day of school.

Significant funds have already been raised from major donors. The school has already received its first foundation grant and retained the services of a part-time grant writer. The Office of Institutional Advancement which initially will be headed by the Director of External Affairs, will institute programs in:

- ☐ Major Donor Solicitation
- ☐ Corporate and Foundation Giving
- ☐ Planned Giving
- ☐ Direct Mail
- ☐ Annual Fund
- ☐ Parent – Alumni/ae Giving
- ☐ University & Government Grants

Current Gifts and Grants

The Witter Foundation of San Francisco, California has provided Washington Latin with a commitment to a matching grant program of \$12,500. The funds will be released to the school following the finalization of the 501c(3) status filings with the Internal Revenue Service. Additionally, Washington Latin has received \$132,000 from a variety of private donors, both individuals and companies.

Washington Latin has also reached an agreement with Dr. Sarah Irvin, Dean of the School of Education at American University. American University has committed to provide and fund Washington Latin's program of Professional Development.

The Monitor Group, an investment advisory firm in McLean, Virginia has donated the services one of their employees, Ms. Maria Schwieder. Ms. Schwieder will serve as an office administrator and grant writer. She is currently working on proposals for the Ford Foundation, Koret Foundation and Sallie Mae (these are all funding sources where significant work has already been done. These are not "cold" requests).

Artifex Information Technologies of Annandale, Virginia has provided complementary website design and modification services in the amount of \$4,000.

Li Dongwen, Minister for Culture Affairs and Fang Qingchao, First Secretary for Education from the embassy of the People's Republic of China have agreed to work with Washington Latin to create a comprehensive Chinese language program including curriculum development, teacher training, cross-cultural opportunities and a reciprocal relationship with an outstanding Beijing High School.

Financial Management and Accounting:

John Coleman, CPA, the business manager for Washington Latin will be responsible for the day-to-day financial management activities. John Coleman is a member of the American Institute of Certified Public Accountants. He has been a Certified Public Accountant since November of 1991. John graduated in 1991 and 1992 from Virginia Polytechnic Institute and State University with a B.S. in Accounting and a Masters of Accountancy, Concentration in Tax. John worked six years in the District of Columbia for the "Big 4" Public accounting firm of Deloitte & Touche. He then went on to work as a tax manager for five years with Gannett Co., Inc., the world's largest publishing company with ownership of such publications as USA Today. John is now in private practice serving businesses, not for profits and individuals alike in the areas of taxation, accounting and finance. His firm, LT Business Dynamics serves the District of Columbia, Maryland and Virginia.

Mr. Coleman has input Washington Latin's financial data into Quickbooks as recommended by Gold Star, LLC an outside consulting company. The financial records have been established and will be maintained on an accrual basis in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants). Washington Latin has also set up a checking account. All revenues and expenses are deposited/expensed out of this account. Currently, only two individuals, Mr. Tony Ahlstrom and Mr. John Coleman have check writing authority over this account. Any major expense over \$10,000 requires approval by the Board of Directors. In addition to check writing authority and approval, additional internal controls such as the safeguarding of assets will be implemented when needed.

Washington Latin will draw from the experiences of its Board, Mr. Kautt and Mr. Coleman for financial management and accounting procedures. Numerous external contacts in the area are available to leverage experience including: Gary Fitzgerald, CPA, MST of Fitzgerald & Snyder and Kellye Jennings of the accounting firm Argy, Wiltse and Robinson have also agreed to provide support when needed in designing internal controls and financial management and accounting.

Copies of all payments made out of this account will be submitted to Mr. Glenn Kautt, Chairman of the Board of Governors on a monthly basis. Mr. Kautt is a Certified Financial Planner. He is an Enrolled Agent, licensed to practice before the Internal Revenue Service. Mr. Kautt is a President's Distinguished Scholar graduate of Purdue University and received his MBA from the Harvard Graduate School of Business.

Mr. Kautt served as Chairman of the Financial Planning Association ("FPA") of the National Capital Area and a member of the national FPA Chapter Leadership Resource Council. He served on the Advisory Board of *The Journal of Financial Planning*, where four of his contributions on advanced planning topics have been published. Mr. Kautt will be responsible for the detailed oversight of these Washington Latin finances. Mr. Coleman will also submit to the Board of Governors the following reports on a monthly basis:

Statement of Revenues less expenses (Month to date, Quarter to date and Year to Date)
Balance Sheet as of: Month to Date, Quarter to Date and Year to Date)
Statement of Cash Flows (Month to date, Quarter to Date and Year to Date)
Statement of budgeted verses actual income and expenses
A detailed explanation of any discrepancies over or under 5% of budget.
Bank account reconciliation

Washington Latin anticipates being able to develop cash reserves that will enable the school to cover any gaps in cash flow. However, Washington Latin will also work with a number of banks in the area to establish a line of credit to cover temporary cash flow inadequacies.

Civil Liability and Insurance

Insurance Coverage

Washington Latin has been in contact with ANR Associates of Alexandria, Virginia regarding the recommended insurance coverage levels.

Recommended Minimum Insurance Coverage Levels (000)

General Liability	\$1000 per occurrence, \$2000 aggregate
Directors and Officers Liability	\$1000
Educators Legal Liability	\$1000
Umbrella Coverage	\$3000; \$5000 if providing transportation
Property/Lease Insurance	100 percent of replacement cost
Boiler and Machinery Insurance	\$1000 (if appropriate Actual loss sustained)
Auto Liability Insurance	\$1000
Workers Compensation	As required by law

Provision for Audit

The Board of Governors of Washington Latin will provide for an audit of the books and records of the school on an annual basis. The audit committee of the Board of Governors of the Washington Latin School is conducted in a timely manner. Washington Latin has received interest from two local accounting firms with CPA's licensed in the District of Columbia. They are 1) Fitzgerald & Snyder, 2) Argy, Wiltse and Robinson, and 3) Rogers & Company. Washington Latin may also solicit bids from other accounting firms with CPA's licensed in the District of Columbia including Reznick, Fedder, & Silverman and/or Roche and Associates P.C. Washington Latin's budget has provided for \$6,000 in expenses for the audit in the pre opening year and \$20,000 per year.

B-4 FACILITIES

The Board of Governors—which includes an expert in real estate capital development—recognizes that the physical development of the schoolhouse and campus represents one of the most challenging and exciting aspects of creating a new school—especially a school that will be an important institutional anchor in the life of the District for many generations.

Thus far, the focus of the Committee's work has been to (1) establish the mission, (2) develop the educational plan, (3) create the legal corporation, (3) build the boards, (4) recruit material resources, (5) gather a network of dedicated institutional partners, and (6) prepare a strong charter application. The School has also begun to (7) assemble a faculty and staff.

After winning a public charter, the next great task will be finding a home for the school. The Committee has not yet selected a site or identified an immediate neighborhood. The shared commitment of the Committee's members is to site the school in a neighborhood that is safe, accessible by public transportation to students from throughout the District and reasonably close to the academic and cultural institutions that will become the School's key community partners. Ideally, the school's campus will be close to American University, the embassies and the great libraries and museums that line the National Mall.

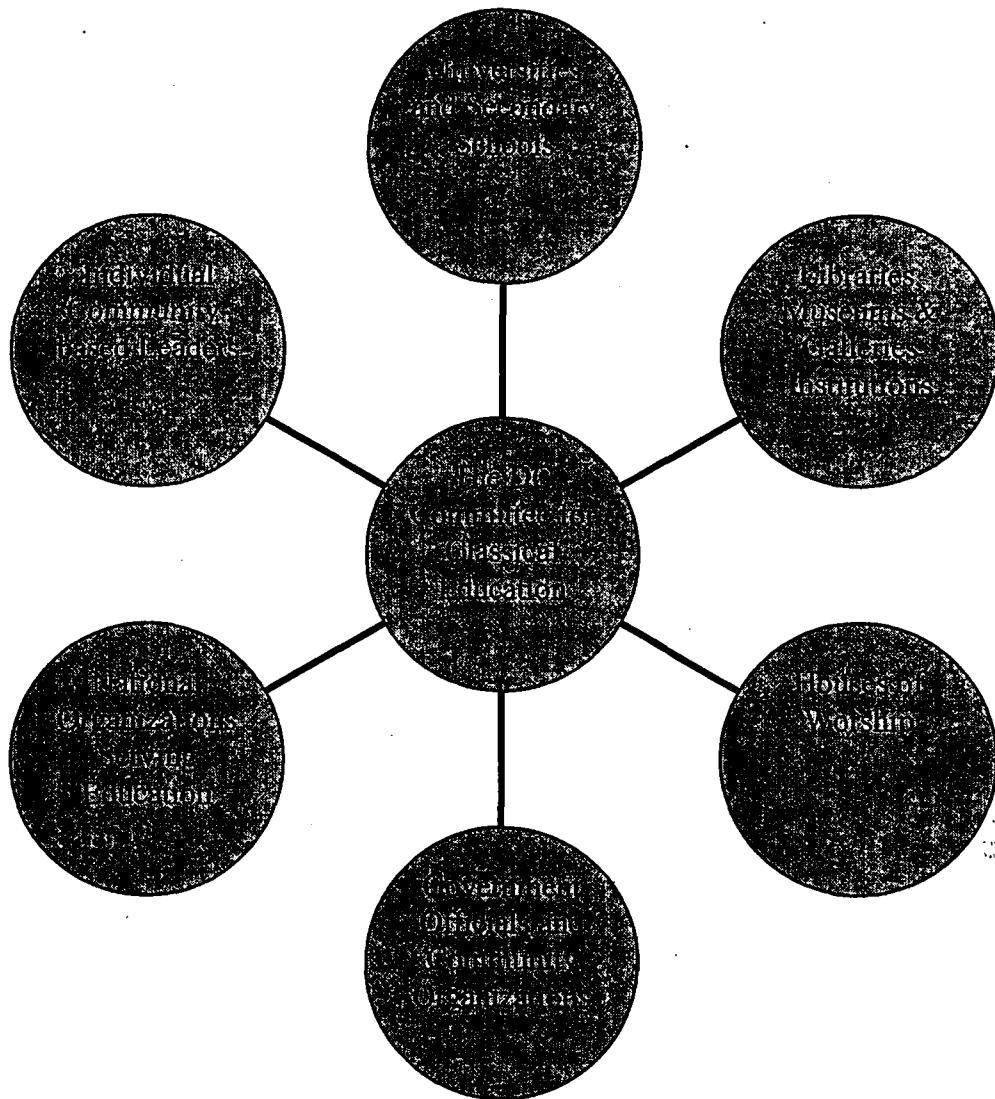
One working assumption is that Washington Latin will have to be housed in rented space for the first two years of its life. Through FOCUS, the Board of Governors has contacted a realtor who has helped in making initial assessments and recommendations. The Head Master has met with the leader of two organizations with available space. The Head Master and Business Manager interviewed with a church committee, which ultimately selected another charter school—presumably one that could provide revenues during the 2005-2006 academic year.

Representing the Governors, the Head Master has met with two major financiers and real estate developers, both of who have expressed interest in the project. The architectural firm of Murphy, Buttrick & Brown—a New York firm that is noted for its fine schoolwork—has begun to help in space planning.

B-5 RECRUITING AND MARKETING

Outreach to the Community

Since Late August, 2004, Professor Ahlstrom has worked full-time to reach into the community to seek counsel and support for The Washington Latin School. Each meeting has led to friendships formed and information gained. Several meetings have resulted in partnerships formed.



Mr Ahlstrom's community outreach has been to scores of individuals and dozens of organizations. To gain an understanding of neighborhood gangs in D.C., he met with Robert Woodson, winner of a MacArthur Foundation "genius" grant and President of The National Center for Neighborhood Enterprise. (No one understands the young men trapped in gang violence better than Dr. Woodson.) To understand the role of the business community in D.C.'s system of public school, he met with James Kimsey, Founder of AOL, President of the Kimsey Foundation and leading advocate for public education in the District of Columbia.

To quantify just what the best colleges are really looking for, Professor Ahlstrom sat down with Dr. John Churchill, President of *Phi Beta Kappa*, the National Honor Society. He has met with community-based literacy workers, street artists and even organized a meeting of grandmothers who want better educational options for their grandsons and granddaughters!

Today, community outreach is the shared task of the Boards and Committees of the School. Over the last few days, a series of meetings have begun with community leaders, including George Idelson, President of the Cleveland Park Citizens Association, Nancy J. MacWood, ANC Commissioner from

the 3rd Ward, Barbara Zartman, President of the Committee of 100 on the Federal City and Carroll Greene, the President of The Federation of Citizens Associations of the District of Columbia.

The goal of these meeting is to (1) gain information, (2) tell the story of the School, and (3) recruit human and material support needed for success. It is hoped that finding the right site for the schoolhouse will be one of the by-products of this interaction with the community.

Community support for the concept of The Washington Latin School has been extraordinary. Policy makers, educators, parents and students understand just what a "great public" could mean for students in the District, and for the District itself.

Marketing and Student Recruitment

The Committee is now moving to solidify District-wide support for the School's development. In this process, a high performance "team" mentality has emerged. That enthusiasm is matched with an objective mission driven effort to roll out a professional program of Marketing and Public Relations.

A well-designed program of Public Relations and Media Placement, and a closely integrated program of Student Recruitment are two of ten key steps the Committee has identified in its effort to organize a successful new school (see C-4 Timetables and Tasks for Implementation of the Charter).

At Washington Latin, student recruitment and marketing are being approached as parts of a larger plan of public awareness that lays the groundwork for an Office of Student Recruitment and an Office of External Affairs.

The Board has retained Russ Reed for Public Relations services. This company will direct a comprehensive campaign including message management, media placement and long term branding strategy. Russ Reed will specifically be asked to develop and launch a viable plan to recruit in all Wards. Our advertising strategy will include:

- ☐ Viable Media Placement
- ☐ Direct Mail
- ☐ "Grass Roots" community efforts
- ☐ Newspaper advertisements (neighborhood, local and regional)
- ☐ Billboard/Outdoor advertisements (Bus and transit advertisement)

In addition to retaining Russ Reed, the School has hired a full time Director of External Affairs whose primary task is organizing community based activities in all eight Wards aimed at public awareness and the recruitment of a diverse student body. Her responsibilities include:

- ☐ Organizing community based meetings
- ☐ Circulating printed materials
- ☐ Informing existing societies, clubs and community centers
- ☐ Training initial parents and students as school ambassadors

The program will be timed to maximize "grass roots" community efforts resulting in effective "word of mouth" support. Key benchmarks in PERT planning will include:

- ❑ Sept 1 '05 – Sign contract with PR firm and add members to the Board of Governors
- ❑ Sept 1 '05– Message, materials and overall campaign approved by Board
- ❑ Oct '05 – Press conference in neighborhood selected as the school's home with branding strategy unveiled
- ❑ Oct '05 – Word of mouth/advertising student recruitment campaign begins
- ❑ Oct '05 Media Month (Media placement in local and national press)
- ❑ Sept through Nov '05 – Sunday afternoon community meetings in churches, libraries, community centers and homes
- ❑ Sept through December '05 – Meetings with parents at local grade schools
- ❑ January '06 – Advertising campaign targeted at families with grammar aged children
- ❑ January '06 – Direct mail campaign in targeted zip codes.

The School is committed to developing a network of neighborhood representatives who will be available to meet with interested families, answer questions and tell the School's unique story.

Future Expansion and Improvements

The Board of Governors is active in its efforts to locate and develop a permanent home for The Washington Latin School. Even as the process of creating a suitable short term lease agreement continues, the Board, under the leadership of real estate consultant, John S.B. Oler, is working to create options for review and action.

On Wednesday the 23rd of March, Washington Latin Governor, Dr. A. Knighton Stanley, met with Mayor Anthony Williams, at which time he presented the space needs of the new school. Because Washington Latin's school culture is so distinct, there is no thought of sharing space with an existing school. Instead—as one option—the School's development team will work with the Mayor's Office of Planning and Economic Development to review the inventory of possible DCPS buildings.

The Architectural firm of Murphy, Burnham & Buttrick LLP has been engaged to assist during the application process on planning and design. Once the Charter is granted, MBB would bid in an open process to provide architectural services associated with the pre-design and construction of the new facility. This would include but not be limited to:

- ❑ Site selection
- ❑ Programming
- ❑ Conceptual Design
- ❑ Schematics
- ❑ Design Development
- ❑ Construction Documents
- ❑ Construction Administration

Murphy Burnham & Buttrick was selected for their well earned reputation in school design. Two members of the Board have toured schools they have designed. World famous Georgetown Architect, Hugh Newell Jacobsen has also been approached and has expressed real interest in receiving the

commission. As previously discussed, the local architectural firm of Bowie Gridley has been hired to plan and design the initial lease space for the School

The 120,000 square foot Schoolhouse will cost approximately \$20,000,000 to build. The Board is already active in exploring funding sources.

C PLAN OF OPERATION

1. STUDENT POLICIES AND PROCEDURES

All official policies of the Washington Latin School will be written to conform to the DC Public Charter School Laws and to promote the welfare of both the student and the School. Washington Latin's first Student Handbook will be drafted by the administration in close consultation with parents, Community Partners, the Board of Governors and in counsel with Cadwalader, Wickersham & Taft LLP.

Registration and Admission

- ❑ September 30th 2005 – Glossy Brochures and Student Application Materials will be available in time for Announcement of School at Press Conference.
- ❑ September '05 through March '06 – Student Recruitment Campaign (in all eight wards.)
- ❑ March 31st 2006– Application deadline.
- ❑ April 7th – Lottery.
- ❑ April 11th – Notification Letters sent to parents (where there are acceptances, a Summer Reading List is included).
- ❑ May 15th – Intent to Enroll deadline.
- ❑ June 1 – First Family Orientation Packet is sent (letter from Head Master, Educational Plan, History and Vision).
- ❑ July 14th – Second Family Orientation Packet including Parent Handbook, Student Handbook and information on school uniforms, schedules and transportation, health forms and D.C. Resident Verification Documents.
- ❑ July 27th – Uniform Order, Transportation Plan Document, and Residency form due.
- ❑ July 30th – Summer Family Picnic – Casual Welcome.
- ❑ August 10th – Third and final Parents Information Packet is sent. It includes teacher profiles and Medical Forms.
- ❑ August 22nd – Medical Forms and Resident Verification Documents due in school office.
- ❑ August 31st – First day of school.
- ❑ Individualized Education Plan Baseline Evaluation (ERB) test days will be posted and scheduled on various days between June 1st 2006 and September 30th 2006. (An independent educational plan will be created for all students who matriculate at Washington Latin.)
- ❑ Introductory Conferences will be scheduled throughout the process.

The District of Columbia Public Charter School Program is a parent-choice system. The Washington Latin process of admission is not designed to exclude any student. It is a simple, straightforward process devised to help families make informed choices and to assist the School in evaluating its incoming students. The Washington Latin Office of Admissions will do everything in its power to put parents and students at ease and to facilitate the registration process.

1. Families may call, fax, email or use online forms to request information. The School will then send out the Viewbook and Course of Study and application forms. Packets will be available throughout the year and should be returned no later than March 31st of the year of enrollment.
2. Families will then be scheduled to attend an Introductory Conference. These Introductory Conferences are designed to facilitate informed parent/guardian choice and to begin the process of orienting parents into the life of the school. The parent/guardian and student will

enjoy the opportunity to schedule a campus tour and meet the faculty prior to the start of the school year. These conferences are also designed for the faculty to meet the parent/guardian and student in order to find out more about the student prior to the beginning of the school year. This highly personalized process is intended to relieve the anxiety and pressures that often accompany the first day in a new school.

3. Completed applications (including residency forms, references, signed *Parents' Resolve and Covenant*, and student essay) should be postmarked no later than March 31st of the year of enrollment. (We recognize that the *Parents' Resolve and Covenant* is not a legal document but rather an agreement expressing trust and partnership between the parents and the school.)
4. Notification of Acceptance letters will be sent in mid-April.
5. By mid-May, parents must return the *Intent to Enroll* form.
6. The school will send three Parent Information Packets during the summer. These include grade level reading lists and all of the information necessary to ensure that parents and students feel welcomed and well informed.

Baseline Assessment upon Admission

An Student Support Plan (SSP) will be developed for each student who enters the Washington Latin School. The process of developing this SSP will begin for each student only after the Notification of Acceptance letters are sent and the Intent to Enroll forms are received. The initial step in establishing this academic baseline will be the administration of an ISEE test (ERB). The School would prefer that this test be administered before the opening of the school year in order to accommodate scheduling and address any special needs. However, it will also be made available during the month of September for families who cannot be scheduled during the summer. This test, as with all other tests administered by the school will be budgeted and paid for out of the school's funds.

This is not a "High Stakes" test that is in any way related to the acceptance of students to the school.

A second step in creating each student's profile will be the gathering of recommendations and academic reports that demonstrate previous performance. The gathering of student records (academic and medical) will *not* be used to determine eligibility in the application process.

Enrollment in The Washington Latin School

The open enrollment policies of the DC Public Schools will be honored. All students who live within the District of Columbia, without regard to aptitude or achievement, ethnicity, national origin, gender, disability, language proficiency or any other factor prohibited by law shall be eligible for enrollment in the School. Families from outside the District of Columbia who pay tuition equal to the per-student allotment may also seek to enroll a student, provided all District of Columbia residents have been served.

Specific policies for enrollment, transfer, discipline and expulsion will be part Student Handbook released by the 14th of July 2006.

Discipline at The Washington Latin School

In accordance with its non-discrimination and zero-tolerance policies, The Washington Latin School does not discriminate in any of its programs, facilities, employment or educational

opportunities based on race, color, religion, age, disability or gender. It does not tolerate any form of coercion, harassment or violence that insults the dignity of others or interferes with their freedom to teach, learn or work

Through a challenging program that prepares adolescents to meet high expectations, Washington Latin will enable each student to grow intellectually and emotionally, to act purposefully and morally, and to lead an active, healthy life. To support these academic and non-academic goals, the School will build a community that is safe, civil and ennobling to all of its members. It is already becoming a community in which all of its members (and stakeholders) share a common pride.

At The Washington Latin School, there will be no complex book of "school rules." Instead, there will be the fourteen *Public Virtues* that form Latin's *Standard of Conduct and Etiquette*.

- I. *Pietas*.. Reverence
- II. *Integritas*...Integrity
- III. *Veritas*...Truth
- IV. *Assiduitas*...Industry
- V. *Simplicitas*...Simplicity
- VI. *Aequitas*...Equity (Justice or Fairness)
- VII. *Fidelitas*...Loyalty
- VIII. *Civitas*...Citizenship
- IX. *Audacia*...Courage
- X. *Perseverantia*...Perseverance
- XI. *Clementia*...Mercy
- XII. *Humilitas*...Humility
- XIII. *Liberalitas*...Liberality
- XIV. *Temperantia*...Moderation (Self-Control)

These Virtues will be explicated *every school day* by students who lead the Morning Meeting. They will be posted in every classroom. They will be discussed and reinforced in countless classroom and casual settings. No student will graduate from the School without writing a satisfactory essay on Virtue assigned to him or her by the Head Master. They will be the soul of the school.

- When a student violates clear boundaries of civility and good behaving, that student will first be asked to identify which of the Public Virtues has been breached. He or she will be expected to take full responsibility for his or her behavior and—when possible—to make restitution to the aggrieved or offended party.
- No "discipline" will proceed until the student takes full responsibility for his or her own actions. As a general rule, the student will then participate in determining the community's response.
- These Public Virtues will be interpreted and enforced by means of the School's *Honor Code*, which will remain constant and simple:

I will honor my parents and schoolmasters.

I will not lie, cheat or steal—or condone the actions of those who do.

I will choose my friends carefully and at all times conduct myself as a gentleman (lady).

These straightforward affirmations were adapted from personal resolves penned by Master George Washington in the 1740's—between his eleventh and sixteenth year. They are as valuable today as when they were conceived.

At Washington Latin, it will be understood that *Rules of Conduct and Etiquette* and *Honor Code* are to be observed "twenty-four seven." There will not be separate standards of conduct for different times and places. Cursing, coarse or vulgar language will not be accepted or excused.

A Student Judiciary will oversee the enforcement of the Code. A member of the faculty will advise the Student Judiciary and the Head Master will retain the right of review. The School anticipates strong support from both the Parents' Association and the Student Association in setting and maintaining high standards of conduct and etiquette. There will be traditions at Washington Latin

- ☐ Gentleman will wear jackets and ties and remove their caps indoors
- ☐ Ladies will dress modestly
- ☐ Masters (teachers) will wear short Cambridge gowns over their business attire
- ☐ Scholars will rise when a Master enters the room

These traditions and this culture of civility will be supported by the physical beauty of the schoolhouse and campus lawns and gardens. They will be exemplified by the respect shown by the teachers to one another, and to the students.

In close consultation with legal counsel and the School's stakeholders, including Members of the Corporation, administrators, faculty, students, parents, and community partners, specific policies and procedures that regulate formal disciplinary actions will be established.

Washington Latin will have a well defined policy of discipline, suspension and expulsion as well as a clearly delineated process for appeals. Minor and major infractions will be detailed in the Discipline Code of the Washington Latin School. These policies will not be finalized without the involvement of stakeholders including parents, administrators and Governors.

Washington Latin has identified those school-related offenses for which a student may be expelled, suspended and/or referred for counseling. School-related offenses include those occurring:

- ☐ on School grounds
- ☐ during a school-sponsored activity
- ☐ on public or private transportation to or from School or a School-sponsored activity
- ☐ while walking or waiting for transportation to or from the School or a School-sponsored activity
- ☐ when serious misconduct outside the School will have an adverse effect on the maintenance of discipline in the School or reflect badly on the School's reputation

Expulsion is the permanent removal of a student from the Washington Latin School. Students expelled from the Washington Latin School may not return. A student is subject to expulsion (or suspension for some offenses) if he/she:

- ☐ Harms or attempts to harm another person with a weapon or dangerous object
- ☐ Commits assault, including sexual assault, or assault and battery on another person
- ☐ Causes physical injury to another person with malice or intention
- ☐ Endangers the physical safety of another person by the use of force or threats of force (including hazing)
- ☐ Possesses any firearm
- ☐ Possesses any knife or dangerous weapon prohibited by law

- ☐ Possesses any other dangerous object: 1st offense, suspension, 2nd offense, expulsion
- ☐ Uses any object in a dangerous or threatening manner
- ☐ Uses a mock gun or mock weapon in a threatening manner
- ☐ Endangers the safety of others by setting fire
- ☐ Fails to attend or consistently to attend Counseling, or while attending, violates Honor Code
- ☐ Sells, distributes, or possesses with intent to sell or distribute any prescribed or non-prescribed controlled substance
- ☐ Possesses or uses any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind
- ☐ Has been convicted of a felony or felony delinquency (or upon adjudication or admission in court of guilt)
- ☐ Violates the civil rights of others
- ☐ Engages in acts of sexual harassment
- ☐ Engages in acts of harassment related to sexual orientation
- ☐ Uses racial or ethnic slurs, profanity, or obscene language in a persistent and/or abusive manner
- ☐ Substantially disrupts School or classroom activity in a repeated, aggravated, or flagrant manner
- ☐ Occupies any School building, School grounds, or part, depriving others of its use
- ☐ Blocks the entrance or exit of any School building, corridor, or room, depriving others of lawful access or egress
- ☐ Prevents or attempts to prevent by physical act the safe functioning of a substantial part of any School
- ☐ Continuously and intentionally makes noise or otherwise seriously prevents the teaching of other students
- ☐ Makes a bomb threat or pulls/reports a false alarm
- ☐ Openly challenges the authority of the teacher in the classroom
- ☐ Repeatedly commits one or more of the offenses for which expulsion or suspension may be imposed

The first step in appealing a notice of expulsion will be mediation. At a family's request, a mediation team will be empanelled which will include representation from the School Administration, The Board of Governors, the Parents' Association, and an advocate to be designated by the petitioning family. The Student's faculty advisor may or may not be included at the discretion of the Head Master.

If mediation does not produce an outcome that is satisfactory to the petitioner, that plaintiff may exercise their right to file a Legal Appeal of Last Resort within the DC Courts. The School will provide a list of agencies and pro bono legal resources for families who wish to file a civil action.

If the final determination of the case upholds the notice of expulsion, the School will invite the parents to meet with representatives of D.C. ParentSmart in order to identify the best educational alternative and to facilitate the student's transfer.

Suspension is the exclusion of a student from all classes, from School and from School activities for a specified time. As part of the process a parent/guardian conference must occur. A student who is suspended is automatically prevented from participating in the next regularly scheduled interscholastic activity or competition in which he/she is involved and is barred from all extracurricular activities for up to two weeks. A student is subject to suspension if he/she

- ☐ Has been charged with a felony or felony delinquency
- ☐ Uses tobacco products
- ☐ Attempts by force or threat of force to steal private property
- ☐ Causes damage to or steals School or private property
- ☐ Refuses to identify self on the reasonable request of staff or gives false identification
- ☐ Is persistently present in a part of the School building or grounds off limit to students
- ☐ Leaves the School building without permission
- ☐ Engages in excessive cutting of classes

Other disciplinary procedures and measures at Washington Latin will include:

- ☐ Misdemeanor marks
- ☐ Detention
- ☐ In-House Detention
- ☐ Reprimand
- ☐ Parental Consultation
- ☐ Restitution for stolen, damaged or destroyed property

A Misdemeanor Mark is the notification by the issuing teacher to the student and homeroom teacher and/or faculty advisor of a minor infraction of the rules. Accumulation of five (5) misdemeanor marks during a given marking term will result in further disciplinary action.

Detention will be held for students with minor infractions such as tardiness. Detention takes precedence over extracurricular activities including sports. Detention will entail either after-school work detail, Saturday work detail or weekend community service. These service opportunities will be developed in conjunction with several of the School's Community Partner Organizations. Saturday work detail or community service will be at 8:00 AM on the following Saturday. Detentions will not be postponed to accommodate extra-curricular commitments.

- ☐ Advisors will notify students of detention and a detention list will be posted.
- ☐ Detentions may not be postponed. They must be served on one of the following two Saturdays.
- ☐ Absence from detention will constitute a serious violation of community expectations and may result in a Student Judiciary Hearing—and further disciplinary measures.

In-House Detention is the exclusion of a student from all classes and School activities for a specified time. The student will be supervised within the School and is also expected to complete all assigned work for all academic classes during the in-house detention timeframe. A student assigned to in-house detention may be excluded from all extracurricular activities for a period of up to one week. A student assigned in-house detention is automatically prevented from participating in the next regularly scheduled interscholastic activity or competition in which he/she is involved and is barred from all extracurricular activities for up to two weeks.

Reprimand is the official notification to the parents of a major discipline problem. A reprimand slip sent to the parents must be returned signed. Students reprimanded may be excluded from all extracurricular activities for a period of up to one week and will be assigned up to three (3) days of detention.

Minor Infractions

Infractions leading to the issuance of one (1) misdemeanor mark will include:

- Being out of seat
- Boisterousness
- Repeated failure to bring books and/or required materials
- Treating books or educational resources with disrespect
- Speaking out of turn
- Running through corridors
- Failure to bring back required school notes, signed progress reports, report cards or other important parent documents back to the classroom teacher
- Eating or drinking outside of Dining Area – food and beverage will be confiscated
- Being tardy to class
- Gum chewing
- Littering
- Loitering
- Failure to rise when a teacher enters the classroom
- Use of radios or tape/CD players on school property. Such audio materials will be confiscated and returned at the end of the school year
- Playing cards, chess, electronic games or other games during school hours – materials will be confiscated
- Wearing of hats or other head coverings in the School building – head coverings will be confiscated

Major Infractions

The following Infractions among others will be considered major and subject to detention, reprimand, in-house detention, or suspension. It should be noted that students will appear before a student judiciary and, in cases involving expulsion, be afforded subsequent opportunities for mediation and appeal.

➤ <u>Truancy</u>	➤ <u>Failure to report to detention</u>
➤ <u>Cutting class*</u>	➤ <u>Serious & repeated violation of School rules</u>
➤ <u>Smoking—possession or use of any tobacco products</u>	➤ <u>Use of unauthorized translations or published notes***</u>
➤ <u>Cheating</u>	➤ <u>Gambling</u>
➤ <u>Accumulation of misdemeanor marks</u>	➤ <u>Defacing/destroying School property</u>
➤ <u>Deliberate lying</u>	➤ <u>Malicious damage to property of others</u>
➤ <u>Harassment of fellow student</u>	➤ <u>Disruption of classes</u>
➤ <u>Possession of obscene materials</u>	➤ <u>Forgery</u>
➤ <u>Trespassing</u>	➤ <u>Leaving class without authority</u>
➤ <u>Insolence to teacher</u>	➤ <u>Verbal assault of a teacher</u>
➤ <u>Unauthorized use of an elevator or other electronic equipment</u>	➤ <u>Creating a disturbance of School routine</u>
➤ <u>Use of a beeper, portable telephone or other communication device**</u>	

***These offenses may result in reprimand, detention and a grade of "0" on the test, quiz or assignment.

** Such devices will be confiscated and will be returned ONLY to a parent or guardian.

* Excessive cutting of class may result in suspension.

Special education staff must be directly involved when exclusionary discipline is being considered for special education students.

The disciplinary procedure will begin with the filing of an Incident Report. These reports will become the nexus of the investigation, a part of the student's file, and *an important measure of the School's success*. The school's founders are confident that the *positive* culture that is created will result in astonishingly low incidences of serious offence. This success will be documented.

- ❑ In most situations, all of the people involved will be shown the original report and asked to respond both verbally and in writing to it. Situations will be handled with all possible and appropriate discretion.
- ❑ The Upper School or Lower School Deans who report all incidents to the Head Master's office will keep in mind the fact that others will be reading it.
- ❑ The appropriate Dean will have final discretion in the amount of detail required in a report before it is considered complete.
- ❑ Students will be aware that any form of dishonesty – by inclusion or omission – constitutes a breach of the Honor Code and may subject him or her to suspension from the School.

C-2 HUMAN RESOURCE INFORMATION

Key Leadership Roles

The Board President

Glenn Kautt has been repeatedly selected as a top financial planner by *Worth* and *Mutual Funds* Magazines. *Washingtonian* Magazine named him as one of the top 100 professionals in the Washington DC metro area. Bachrach Photographers selected him among 200 civic, religious, academic, media, political and business leaders as "Leaders of the Millennia" in New York, Philadelphia, Washington DC and Boston because of his professional and community involvement.

Along with leading one of the most successful investment advisory firms in the United States, Mr. Kautt has demonstrated singular skills in non-profit management. Glenn has served as a fund raising chair for the Youth for Tomorrow Home, founded by Joe Gibbs. He has been involved in global literacy projects for children, and currently sponsors six children through World Vision. He developed the Coats for Kids Campaign, an effort to collect and distribute clothing to children during Washington's winters. Through the Foundation for Financial Planning, Mr. Kautt is working to promote financial literacy and provide pro bono financial planning services to individuals and families in times of crisis.

As the President of the Washington Latin Board of Governors, Mr. Kautt is an energetic "hands-on" leader who is involved in the day-to-day details of building the School's boards, establishing policies for financial accountability and transparency and setting standards for management performance.

The Head Master

In **Professor T. R. Ahlstrom**, The Washington Latin School has a seasoned and successful school leader. Mr. Ahlstrom has fifteen years of administrative and leadership experience in grammar schools, secondary schools and the university.

Along with graduate degrees from Andover and Harvard, Mr. Ahlstrom has done extensive work toward his Ph.D. (He has been enrolled in the program in Philosophy & Education at Teachers College Columbia University.)

Over the years, Head Master Ahlstrom has demonstrated exceptional skills in curriculum design, faculty development, institutional advancement and the maintenance of a high-toned school culture. He has always been popular with faculty, because he teaches and coaches, grades papers, tutors, and works along side them on student discipline issues. He supports his faculty and they know it. He relates to the Board as "labor." Each year, he begins Faculty Orientation with his famous "three rules."

1. Nobody act big.
2. Nobody act small.
3. Everybody act medium.

Mr. Ahlstrom is popular with parents because he trusts them and invites them into every decision that concerns their child. He is popular with students because he is a passionate, gifted, and kind teacher. His style is MBWA (Management by walking around.) In the schoolhouse, he is ubiquitous.

The Business Manager

John P Coleman, CPA is a member of the American Institute of Certified Public Accountants. He has been a Certified Public Accountant since November of 1991. John graduated in 1991 and 1992 from Virginia Polytechnic Institute and State University with a B.S. in Accounting and a Masters of Accountancy, Concentration in Tax, respectively. John worked six years in the District of Columbia for the "Big 4" Public accounting firm of Deloitte & Touche. He then went on to work as a tax manager for five years with Gannett Co., Inc., the world's largest publishing company with ownership of such publications as USA Today. John worked on acquisition/disposition tax planning, IRS audits, state audits and corporate reorganizations during his tenure at Gannett.

John is now in private practice serving businesses, not for profits and individuals alike in the areas of taxation, accounting and finance. His firm, LT Business Dynamics continues to serve the District of Columbia, Maryland and Virginia in a very unique 'hands on', 'face to face' approach which has won the admiration of his colleagues for over a decade.

During the start up phase of the process, Mr. Coleman's services will continue to be requested on an as needed basis until such time as the tasks and duties require full time commitment. When this time occurs, Mr. Coleman will become a full time Business Manager for the School. Although substantial work will be needed during the start up phase of the school, the projected date of this occurrence will not be until the Spring of 2006.

Latin Master & Dean of Upper School Faculty

Ms. Maureen Beabout comes to Washington Latin with a B.A. in Classical Studies (*Magna Cum Laude*) from The George Washington University, an M.A. in Latin from Bryn Mawr College and ten years teaching experience.

At Bryn Mawr, her thesis topic, completed in 2004, was The (De)Construction of Ovid's Corinna in *Amores* I. She has finished her enrollment in continued preparation of PhD qualifying exams, completed nine courses in Latin and six courses in Greek. She also has a high degree of competency in French and German.

Along with her scholarly attainments, Ms. Beabout has proven to be a gifted teacher and academic administrator. At Virginia's Wakefield School, she served as Latin Teacher and Head of Ancient Language Department in which capacity, she developed and implemented Latin curriculum for levels ½ - IV, instructed Advanced Placement syllabus for Vergil and Latin Literature courses. She sponsored Wakefield's Junior Classical League, making it the school's largest co-curricular activity and coached all levels of certamen, earning eight Virginia State Championships.

Ms. Beabout has prepared students from Wakefield and other schools around the state for the national competition held each summer at the NJCL convention, coached three Novice Level teams to National Championships in '93, '96, and '97 and three Lower Level teams in '94, '98 (2nd place). In 1999 she served as mythology coach for the Upper Level National Championship team.

She is energetic, loved by students and already something of a "famous" Latin teacher in Virginia. At Washington Latin, Ms. Beabout will teach, and use her enthusiasm, experience and administrative ability to anchor the Upper School faculty.

During the weeks before an Academic Dean is named, Ms. Beabout will serve as the chief academic officer, leading that component of the Committee's ongoing work.

Student Performance Coordinator

Ms. Crystal Patterson comes to the Washington Latin Faculty with a B.A. in Psychology from Delaware State University, and a M.S. in Education from The George Washington University.

Ms. Patterson is a certified Special Education Teacher who brings proven success in the implementation of behavior interventions at a local public school. Ms. Patterson has designed and administered programs that have proven successful in mainstreaming students with behavior and learning disabilities back into general education classrooms.

She is a fine team facilitator who brings great professionalism and poise to the work she will do in the Professional Development of the rest of the faculty. She also brings experience in:

- Administering and analyzing academic evaluations including WCJIII, KTEA, Key Math, Slossom reading inventory, the McCall spelling test, and the Brigance.
- Administer statewide testing including the Maryland State Assessment and the Maryland High School Assessment.
- Teaching American Literature, U.S. History, English 9, D.C. History, World Geography and Health on an individual and group basis.
- Mentoring students with severe behavioral problems.
- Directed communication of State norms to faculty School reports back to the State.
- Developed and presented various workshops on education and behavioral disorders.

Ms. Patterson has served on the Committee almost from its inception. She will continue as a Committee member, assume a key consulting role and joining the full-time faculty in the summer of 2006.

Qualifications for School Staff

One of the key Community Partners of the Washington Latin School is The American Board for Certification of Teacher Excellence. Ms. Kathleen Madigan, President of ABCTE serves on the School's Board of Governors.

The American Board has employed a comprehensive process to establish standards for professional competency. Standards were developed for: (1) Subject Matter; and (2) Professional Teaching Knowledge. In both cases, the American Board benefited from the expertise of content specialists, who defined and refined standard domains and sub-areas.

The teams of content specialists included: outstanding teachers, principals, administrators, scholars, teacher educators and policymakers, all with expertise in specific content areas. These individuals were recruited from throughout the country to ensure a broad representation of regions, school sizes and locations, teaching experience and diversity.

The standards were developed using a seven-step process:

1. Extensive review of state and national teacher certification standards (e.g., INTASC, NCATE, all 50 state certification requirements)
2. Analysis of particularly highly regarded state standards for students (e.g., Massachusetts, California, Virginia)
3. Review of literature on effective teaching (Note: Only studies that were scientifically based and met rigorous standards regarding impact to student learning were included)
4. Distribution of documents summarizing findings (to further educate specialists and offer a reference point)
5. Seven-month commitment from content area specialists to develop standards and framework
6. Consistent, contractual review of drafts by experts throughout the development process
7. Revisions and prioritizing of standards during the development of the test blueprint

This comprehensive approach to certification—supported by the U.S. Department of Education—is a research-based attempt to raise the standards of teaching excellence while lowering the bureaucratic hurdles to becoming a teacher. All Washington Latin teachers will be encouraged to seek certification with the American Board. The qualifications for ABCTE certification form the baseline of the School's hiring standards. The School's hiring standards exceed even ABCTE norms.

For Inexperienced Teachers

1. Hold a Bachelor's Degree or higher from a first tier College or University (Master's preferred)
2. Have successfully completed at least 30 hours in one "hard" content area
3. Pass the Professional Teaching Knowledge examination and one of the Subject Area and Knowledge examinations of ABCTE
4. Pass teaching observation by Head Master and Division Level Dean
5. Be prepared to mentor or coach in some specific area
6. Complete a background check
7. Support the School's *Mission, Public Virtues and Honor Code*
8. Speak and write clearly.
9. Demonstrate professionalism in appearance and demeanor
10. Indicate a high level of commitment to the art and craft of teaching.

For Experienced Teachers and Department Heads

1. Hold a Master's Degree or higher from a first tier College or University.
2. Have successfully completed at least 40 hours in one "hard" content area.
3. Pass the Professional Teaching Knowledge examination and one of the Subject Area Knowledge examinations of ABCTE
4. Pass teaching observation by Head Master and Division Level Dean
5. Be prepared to mentor or coach in some specific area
6. Complete a background check
7. Support the School's *Mission, Public Virtues and Honor Code*
8. Speak and write clearly
9. Demonstrate professionalism in appearance and demeanor
10. Indicate a high level of commitment to the art and craft of teaching.

For all other Staff

1. Hold a High School Diploma
2. Complete a background check
3. Support the School's *Mission, Public Virtues and Honor Code*
4. Demonstrate professionalism in appearance and demeanor.

When it comes to a school's faculty, there is no such thing as the *status quo*. At any given moment, every teacher is stretching, growing and improving, or stagnating, slipping back and losing ground. For that reason, Washington Latin—in conjunction with the School of Education at American University—is developing a comprehensive program of Professional Development. Key elements will include:

- ❑ Competitive compensation and benefits
- ❑ A liberal book allowance
- ❑ Research-based evaluation, review and personal coaching (including longitudinal multi-year longitudinal performance audit)
- ❑ Tangible incentives for outstanding performance
- ❑ Budget for annual conference support (selected by instructor and approved by Office of Academic Dean)
- ❑ Funding and encouragement for graduate and post-graduate studies.

To provide continued assurances about the effectiveness of its teachers, Washington Latin will partner with the American Board in administering a three-year research-based longitudinal study that measure the effectiveness of each of its teachers. This study will not only review the progress of students after one year in the classroom with a specific teacher, but will go beyond to analyze student performance in subsequent years after learning from this individual.

Staffing Plan

The attached chart shows the planned staffing for Washington Latin for the pre opening phase as well as years one to five. The Head Master will continue his work during the pre opening phase as will the part time assistance of the Business Manager. As soon as budgetary restrictions allow, both the Director of External Affairs and the Student Performance Coordinator will be hired on a full time basis. Until then, these individuals may be paid as part time consultants if budgetary restrictions allow. The student population in year one is expected to be 176 which is expected to grow to 704 by the end of year five.

In year one, two Deans will each lead the faculty upper school and lower school respectively. The faculty will consist of six additional full time staff. The full time faculty will each have an intern. Additional specialized part time staff will be utilized throughout these years especially in the areas of Mathematics, English (for tutoring) and Visual and Performing Arts.

The faculty will expand in later years as the student population and the number of grades expand. Additional part time staff will also be used in other areas of specialization. The number of full time teachers is expected to expand to 36 by year 5, in addition to the Lower and Upper School Deans.

The administration of the school in year one will consist of the Head Master, Academic Dean, Student Performance Coordinator, Director of External Affairs, Business Manager, Office Manager and Cafeteria. A Director of Development will be hired in year 3 followed by a Paraprofessional in year 4.

A custodian will be in charge of cleanliness and facilities issues for years 1 to 5. Also, a cafeteria worker will be hired to facilitate the lunchtime meals.

Employment Policies

All official policies of the Washington Latin School will be written to conform to the DC Public Charter School Laws and to promote the welfare of both the student and the School. The School will not discriminate on the basis of race, color, creed, gender or disability. The School ensures a safe, drug-free environment. Washington Latin's first Faculty Handbook will be drafted by the administration in close consultation with parents, faculty Community Partners, the Board of Governors and in consultation with Cadwalader, Wickersham & Taft LLP.

A. Staff Contracts and Compensation

Written contracts for personnel will be initiated for new employees when hired. Contracts will include the terms of employment, as well as any special conditions of employment. It is the responsibility of the employee to provide appropriate references and all information necessary for proper certification or licensing and credit for prior work experience.

Contracts are approved by the Board of Governors Committee on Education and Appointments upon the recommendation of the Head Master. The Board of Governors grants to the Head Master or designee the authority to offer contracts for employment subject to final approval by the School Board. The Headmaster shall specify in any offer that final approval is required by the Board.

Employment contracts for all employees of The Washington Latin School shall be for a period of one year, or less in the case of some adjunct faculty, auxiliary staff or contract personnel.

B. Background Check Required

The Head Master shall require that all employees, whether full-time or part-time, permanent or temporary, submit to fingerprinting and provide personal descriptive information to obtain criminal history record information for the purpose of screening individuals who accept employment in the division.

The Head Master or his designee shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.

The Head Master or his designee shall require that any applicant who is offered or accepts employment requiring direct contact with students provide written consent and the necessary personal information to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Departments of Social Services or other appropriate agencies in the jurisdictions in which the applicant has resided. The Head Master shall thereafter request a search of the records of the Departments of Social Services or other agencies.

The Head Master or his designee shall also require that each employee, whether full-time or part-time, permanent or temporary, certify that he or she has not been: (1) convicted of a felony, a crime of moral turpitude, or any offense involving sexual molestation, physical or sexual abuse or rape, and (2) has not been the subject of a founded case of child abuse and neglect.

C. Salaries and Compensation

Salary and compensation will be determined by the Board of Governors and its appropriate committees, based upon the Annual Budget submitted by the Head Master. Regulations governing salaries will be promulgated by the Head Master. No compensation/salary rate will be paid unless contained in the Written Compensation Plan developed annually by the Head Master in accordance with the current operating budget, Board directives, or written regulations promulgated by the Head Master or, such compensation as is separately submitted to and approved by the Board in School Board Minutes.

A written schedule of uniform compensation levels over the first twenty-nine years of a faculty member's tenure shall be published. Compensation shall be increased based on levels of academic attainment and length of teaching experience. Levels of scaled compensation shall be reviewed annually.

Benefits are currently estimated at 23% of salary. They will include health & dental coverage and a 401 (3)(b) plan.

D. Extracurricular Compensation

Staff members who are given supplemental/extracurricular assignments over and above the duties associated with their regular teaching assignments will receive supplementary salary consideration in accordance with the Supplemental Compensation Schedule.

All conditions of employment shall be set forth in the School's Faculty/Staff Handbook and shall be matters of public record.

E. Exceptions

The Head Master or his designee is authorized to provide a starting salary or a salary as the result of a promotion which addresses special circumstances and/or competition for individuals with critical knowledge, skills, and expertise; provided the given salary is within the approved Written Compensation Plan developed annually, and is in accordance with the current operating budget.

Appropriate written notification of such actions shall be made by the Head Master or his designee to the School Board.

F. Dismissal

Except in special cases representing a significant compromise of the school's mission, commitment to excellence or a matter of health and safety, employees of the Washington Latin School will be allowed to finish out their one-year contract. In the spring of each academic year members of the faculty and

staff are informed by that Head Master regarding their *Invitation to Employment* for the next academic year. Employees then have thirty (30) days to accept or reject the school offer of extension.

Faculty & Staff Evaluation

Comprehensive Performance Review - FACULTY

The Head Master or his designee shall provide every member of the faculty and staff with a comprehensive performance review based upon objective professional and institutional goals established and agreed upon at the beginning of the contract period. Measurable student performance will be an important factor in benchmarking teaching excellence. Criteria for assessment include:

- I. CHARACTER & COMPORTMENT
- II. CONTENT MASTERY
- III. CURRICULAR DESIGN
- IV. PLANNING & PREPARATION
- V. TEACHING/LEARNING ENVIRONMENT
- VI. PEDOGOGY & INSTRUCTION
- VII. CLASSROOM MANAGEMENT
- VIII. MENTORING & COACHING
- IX. TUTORING AND STUDENT SUPPORT
- X. BENCHMARKING & ASSESMENT
- XI. BUILDING PARENTAL PARTNERSHIPS
- XII. COLLEGIALITY, INITIATIVE & LEADERSHIP
- XIII. PERSONAL & PROFESSIONAL DEVELOPMENT
- XIV. RESOURCE MANAGEMENT
- XV. STUDENT PERFORMANCE ANALYSIS

Annual faculty evaluations are based on a blended score drawn from six sources: (Peer evaluations will be employed in professional development programs but not incorporated in annual review.)

- 1 = direct observation and review
- 2 = self evaluation
- 3 = parent survey
- 4 = ABCTE content testing
- 5 = longitudinal student performance analysis.
- 6 = AALE accreditation audit

CATEGORY	CRITERIA	ASSESSMENT
Character & Comportment	-Professional dignity and demeanor -Models Public Virtues -Profess. appearance & hygiene -High level English usage	1,2,3
Content Mastery	-Displays appropriate subject knowledge -Has obtained degree in subject -Continues to read and grow in knowledge	1,2,3,4,5,6
Curricular Design	-Fulfills Ed Plan Course Description -Relies on primary sources -Organizes strong semester sequence -Uses grade level literature-based lessons	1,2,3,4,5,6

Planning & Preparation	<ul style="list-style-type: none"> -Applies principles of scope & sequence -Submits complete lesson plans to Dean -Approp. expectations for students -Facilitates various learning styles -Well designed class period 	1,2,3,4,6
Teaching/Learning Environment	<ul style="list-style-type: none"> -Maintain uncluttered attractive classroom -Creates "interesting" classroom -Keeps classroom clean -Enables pedagogical methodology 	1,2,3,6
Pedagogy & Instruction	<ul style="list-style-type: none"> -Employs Socratic methodology (or D.I) -Effective & Stimulating Communicator -Builds on students prior knowledge -Fosters confidence & participation -Teaches at grade level -Tracks & groups effectively -Strategies that empower critical thinking 	1,2,3,4,6
Classroom Management	<ul style="list-style-type: none"> -Maintains orderly scholarly environment -Sound judgment re: discipline -Models effective listening -Establishes rapport with students -Is just & fair with students -Is emergency prepared 	1,2,3,6
Mentoring & Coaching	<ul style="list-style-type: none"> -Establishes professional "distance" -Inspires trust, self-confidence and sacrifice -Builds wholesome friendships -Effective student org advisor -Effective academic advisor -Models sportsmanship -Teaches skills effectively 	1,2,3,4,6
Tutoring & Student Support	<ul style="list-style-type: none"> -Timely assessment and intervention -Content expertise -Patience and emotional support -Measurable gains against standards 	1,2,3,4,5,6
Benchmarking & Assessment	<ul style="list-style-type: none"> -Benchmarks conform to Ed Plan -Involves students in goal setting -Appropriate standards for written work -Uses variety of class-based assessments -Uses results to modify instruction -Grading objective and fair -Maintains useful accurate records 	1,2,3,4,6
Building Parental Partnerships	<ul style="list-style-type: none"> -Communicates weekly with each parent -Encourage parental involvement -Same day response to parent concerns -Respects family traditions 	1,2,3,6
Collegiality, Initiative, Leadership	<ul style="list-style-type: none"> -Active in teaching teams & committees -Responsive to peer review -Seeks colleagues advise and assistance -Follows policies and procedures -Volunteers for extra assignments -Promotes unity and school culture -Advocates for students -Creates, recruits & implements programs 	1,2,3,4,6
Personal, Professional Develop	<ul style="list-style-type: none"> -Seeks Professional Dev. Opportunities -Builds personal library -Stays current in discipline -Commitment to teaching as profession 	1,2,3,4,6
Resource Management	<ul style="list-style-type: none"> -Employs technology wisely -Utilizes School Library/Resource Center -Finds teaching opportunities everywhere -Uses District Cult/Ed Institutions 	1,2,3,4,6
Student Performance Analysis	<ul style="list-style-type: none"> -Students demonstrate grad level comp. -Students graduate -Students matriculate at College/Univ 	1,4,5,6

Comprehensive Performance Review – ADMINISTRATION & STAFF

The Head Master's annual performance review is conducted by the Executive Committee of the Board of Governors, who may invite others to consult in the review process. This review is comprehensive, encompassing all constitutional duties and the overall state of the School. All of the School's constituencies and stakeholders—including Community Partner Institutions are consulted.

The Executive Management Team—initially including the Business Manager, the Academic Dean, The Student Performance Coordinator, Director of External Affairs and the School Administrator—will be reviewed by the Head Master, in a process that involves self-evaluations, Parent Surveys, peer review, and Community Partners. The Head Master is currently in conversations with Booz Allen Hamilton on the development of that management review rubric.

Use of Volunteers

The Washington Latin Parents' Association will be one of the key constituencies of the school, and the first source of volunteer talent. Parents will serve as chaperons, tutors, lunch hosts and hostesses, receptionists, tour guides, grant writers—and in some cases work as non-paid adjunct faculty. Parents will coach and lead some after school activities. Occasionally, parents will special knowledge and skills will enhance the teaching of specific content units. *Because of the need for secure academic and medical records, parents will NOT work in the school office.*

Working with the School's Office of External Affairs, the Parents will play an active role in the School's Annual Fund drive and—in the fall each year—plan and produce *The Auction for The Washington Latin School*.

Because the whole culture of the School is grounded in citizen leadership, students will serve as volunteers! They will serve the school as tutors, tour guides and, on *Saturday Work Days*, roll up along side Mom and Dad, to beautify the building and grounds.

Student Volunteerism will not be limited to service to the School. Through the School's *Citizen Leader Community Experience*. Washington Latin students will work in cooperation with several Community Partner organizations. They will serve the elderly and infirm, work to clean, plant and beautify the District and—in a special program with overseen by the school's Department of Modern Language—work to tutor unlettered adults and "at risk" students. Each One Will Teach One."

Other sources of volunteer talent will include:

- S.C.O.R.E. (Society of Retired Executives)
- The Art League
- The American Institute of Architects
- The American Classical League
- Volunteers drawn from religious societies and civic groups
- University Students and literacy workers

All volunteers will be screened. Those who teach, coach, chaperon and tutor will do so under the supervision of Washington Latin's faculty and staff.

C-3 ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

The Governors of The Washington Latin School understand that operating a public charter school is a public trust. To ensure compliance with all District and Federal Regulations, the School's Business Manager will serve as its compliance officer until such time as a full-time position is necessary.

In that capacity, the Business Manager will maintain relationships with all agencies and persons who issue and enforce applicable regulations. All compliance issues—whether health and safety or educational—will be reported to the School Administration in its weekly meeting for action. The Head Master will inform the Executive Committee of the Board concerning any actions taken at the administrative level. All policy related to issues of compliance will be determined by the Board upon the recommendation of the Head Master and after review by Cadwalader Wickersham and Taft LLP.

a. Health and Safety

The Washington Latin School will comply with all applicable health and safety laws and regulations, pursuant to sections 2202 (11) and 2204(c)(4) of the DC School Reform Act, and will comply with all required or requested health and safety inspections by government officials. In addition all faculty and staff will be trained in CPS, First Aid and emergency procedures.

b. Building Safety and Fire Codes

The Washington Latin School will comply with the Americans with Disabilities Act and with all stipulations of the DC Code, section 5-501 et seq. for fire safety.

c. Transportation

The Washington Latin School will inform all students' parents/guardians of their eligibility for reduced fares on the Metro bus and Metro rail Transit System on the same terms and conditions as are applicable to any student attending a District of Columbia public school. In addition, the School will make tokens available to all students who require them, via the Metro student bus token system. Staff will arrange for the transportation of students with disabilities through the DC Public Schools. If necessary, the School will consider contraction with a private transportation provider if it cannot be conveniently accessed by public transportation.

d. Enrollment Data

The Washington Latin School will maintain secure and accurate enrollment and attendance data for all students. The School will record this information on a daily basis, compile records of this information, and provide copies to appropriate authorities upon request, in accordance with section 2204(c)(12) of the DC School Reform Act.

e. Maintenance and Dissemination of the Student Records

The Washington Latin School will utilize a computerized information system for maintenance of student data and records. This system will be used for internal purposes, as well as to record and report student information in accordance with the District of Columbia School Reform Act, Parts B and D, and other applicable Laws, including DC Code, section 31-401 et seq. (Compulsory School Attendance);

DC Code, section 31-501 et seq. (Immunization of School Students); DC Code, section 601 et seq. (Tuition of Nonresidents); DC Code, section 29-501 et seq. (Non-profit Corporations.)

f. Compulsory Attendance

The School will keep careful enrollment and attendance records to ensure that every student is accounted for each school day, and staff will take appropriate steps to remedy persistent violations of school and District requirements.

g. Individuals with Disabilities Education Act and Rehabilitation Act of 1973

The Washington Latin School will comply with all federal regulations concerning special education. The School's Special Education programs and services will be developed by professionals who are thoroughly familiar with the requirements of federal law pertaining to student with special needs.

h. Title I of the Improving America's Schools Act

It is expected that The Washington Latin School will qualify for Title I funding. These funds will be used to provide intensive academic support programs with the School, in accordance with District and Federal requirements for the use of these funds.

i. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:

The Washington Latin School will adhere to all federal and District civil rights regulations to ensure that students, employees, and volunteers will not be discriminated against in any unlawful manner.

j. Other

The Washington Latin School will ensure that any applicable requirements of DC Municipal Code 29, Public Welfare, Excerpt: 3 Chapter 3, Child Development Facilities as well as the guidelines of the U.S. Consumer Product Safety commission regarding playground equipment are met.

C-4 IMPLEMENTATION OF THE CHARTER

Timetable and tasks for Implementation of the Charter (See Chart)

Major Contracts Planned

Currently, Washington Latin has not entered into any contracts whose value equals or exceeds \$25,000. The following requirements will be made for all contracts whose value equals or exceeds \$25,000:

- The contract must be voted on and approved by the Board of Directors of the Washington Latin School.
- No less than 7 days prior to the contractual agreement, these contracts will be published as a request for proposal in the D.C. Register and other newspapers.
- The District of Columbia Public Charter School Board will receive a copy of all bids and an explanation of the decision within three days from the date the contract is awarded.
- The contract will become effective within the later of 10 days of the submission or the date specified in the contract.
- The Business Manager will attempt to solicit at least three proposals for contracts from three different vendors.

The School's initial contract will be for the procurement of a facility for the first two years of operation. Washington Latin has already been actively searching for a facility. Mr. Ahlstrom and Mr. Coleman have met with the council at St. Sophia's Greek Orthodox Church and proposed to lease their space for two years at \$18/square foot. School administrators have also met with Mr. David Owens, the Senior Minister of Christ Church of Washington regarding space available in the Fall of 2006.

The Board of Governors has established a Site Committee being lead by Mr. Mark Rivers, CEO of Potomac Development Partners LLP. The Site Committee has be charged with finding a permanent home for the School. They will report back to the Board of Governors in one year.

Mr. Rivers, who is a member of the Board of Visitors, is uniquely qualified to lead this effort. He has led the development team on several \$100 Million plus projects in the District of Columbia. The Site Committee will include representation from the Mayor's office, the Board of Education, the Federal City Council, the Parent's Association, the Architectural firm of Bowie Gridley and several of the District of Columbia's communities. Bowie Gridley Architects (BGA) has done extensive school work in the District of Columbia and throughout the United States. BGA's work includes a \$36 Million addition on Cardozo High School, a \$11.5 Million renovation of Duke Ellington School of the Arts and an \$11 Million renovation and addition to Thurgood Marshall Academy.

The Site Committee is also engaged in current negotiations for short term space. That negotiating team is led by John S.B. Oler, President of JSBO Realty and Capital. Mr. Oler, whose firm specializes in the negotiation of real estate transactions, is a member of the Board of Governors.

Currently, Mr. Oler and his team are in negotiations for a major multi-term lease with the Martin Luther King Public Library. This unique partnership, supported by both the President of the Library Board and the Director of the Library System would mean that Washington Latin would open its doors with all students having on-site access to the city's main collection of 250,000 volumes. Such a partnership

will also ensure that the School is readily accessible to students from all 8 wards and the major educational and cultural institutions with which it is partnering. On site underground parking will also be available for faculty and staff.

Although having the School at the District of Columbia's central library will allow an optimal teaching and learning environment, it will also necessitate the need to contract with the YMCA—located directly across the street and with other venues to facilitate the School's programs of wellness and sport. The School's administration is in contact with DCPS and with bonded youth sport providers to facilitate its academic programs. Students will be transported to these facilities via buses and vans provided by the School. These types of contractual relationships for facilities will be eliminated once the School's permanent home is established.

The School will then seek a location for the permanent home for the School which will be able to accommodate the expected student, faculty and staff population. Washington Latin will most likely enter into a long term lease arrangement for the creation or refurbishment of a facility with the required functionality for a school of this size. Separate contracts may be negotiated with other corporations and vendors for engineering designs, manage/build capabilities, garbage removal, janitorial services, building services and/or additional parking and will also follow the requirements enumerated above. An analysis of outsourcing versus direct hiring of staff for these positions will be considered on a strict cost performance basis, when applicable.

Student books, materials and supplies will be solicited from various local and national vendors. The School's Business Manager will attempt to procure at least three bids for all products. At this point in time, it is difficult to assume that one vendor contract for these products will exceed \$25,000. However, if this is the case then the School will follow the requirements enumerated above.

Food service will be another contract that will most likely exceed \$25,000 in costs from one vendor. It is difficult to establish any contractual relationship with a food service provider until the logistics of the site are finalized. For example, the proximity of the School to the vendor as well as the on site facilities at the School may sway the costs of this contract. The School hopes to find a facility with a kitchen so that food can be brought in and heated on site. In addition to cost and value and the requirements enumerated above, this contract will have to pass some additional tests such as meeting nutritional regulations established by the USDA as well as any Federal or State guidelines.

The Business Manager has submitted Liability/Property/Umbrella Insurance applications to ANR Associates of Alexandria, Virginia. Two additional insurance quotes will also be sought for this insurance. In addition, a comparison of costs for levels higher than the minimum requirements will also be made. These contracts will meet all requirements as enumerated above and be procured prior to the opening of the School in the Fall of 2006. The School will submit a copy of the insurance documentation as required to the District of Columbia Public Charter School Board once finalized.

It should also be mentioned that the Business Manager was cognizant of the ever increasing escalation of employee insurance coverage. Therefore, the School contacted Ms. Stephanie Abbott of Abbott Financial Inc. regarding medical, dental, disability and dental insurance for the 2006 workforce. Ms. Abbott's estimates were utilized in the attached budget for these categories. The Business Manager will also seek two additional quotes for these insurances prior to the opening of the School in 2006.

Computers and office materials will also be solicited from various local and national vendors. The School will follow the requirements enumerated above if the costs of these products aggregate to over \$25,000 from one vendor.

Any additional costs not explained above whose contract equals or exceeds \$25,000 from one vendor will also follow the requirements as enumerated above. The only exception to this rule will be for employment contracts. However, the Board of Governors will approve the business salary model proposed before it is implemented.

Orientation of Parents, Teachers, and other Community Partners

Orientation is..... Function: *noun*

1 a : the act or process of orienting or of being oriented **b** : the state of being oriented; *broadly* : ARRANGEMENT, ALIGNMENT

Every time an organization successfully solicits the participation of a new customer, investor, or employee, the task of arrangement and alignment is paramount. The first step in creating a viable institutional culture is to "align" newcomers to that culture.

Parent Orientation

Every school has an important task in facilitating the emotional and practical "buy in" of Mom and Dad. Research and experience teach that parent participation is the most important single factor in the success of any school. Recognizing this, the founders of The Washington Latin School are creating several opportunities for parents to become "oriented" to the school—and for the school to become "oriented" to the parents (after all, alignment is a two way street!)

At Latin, orientation of Parents will begin *before* the parent-choice of a school has been exercised. Washington Latin will become a unique "magnet" public school. As its reputation grows, many parents will be inclined to select it as a place for their children. Our task will be to ensure that the choice they make is an informed choice. Steps include, but are not limited to:

- ❑ Publishing the *Parents' Resolve & Covenant*—a contract between parents and the School that delineates the key role that Washington Latin parents will be asked to play in their child's education
- ❑ Sunday afternoon neighborhood meetings that enable parents to make an informed choice
- ❑ Three parent information summer mailing *Parent Packets* sent before students arrive (one will include a Parent's Handbook)
- ❑ A July Family Picnic designed to introduce new families to the Washington Latin community
- ❑ A Parent Coordinator (part-time the first) on the staff of the school
- ❑ Four informative Parent Night programs in the fall, and one in the spring
- ❑ A culture that honors parents, their wishes, and the traditions they bring to the school.

Faculty/Staff Orientation

- ❑ Each year, the School will host a week-long Faculty/Staff orientation. This intense week in August enables new faculty and staff to meet their experienced colleagues, to set up their

classrooms and to study the Educational Plan—the "Bible" on which their teaching assignments and lesson plans will depend.

- Frequent Professional Development opportunities throughout the year.

Services Sought From the District of Columbia Public Schools (DCPS)

Products and services required for the operation of the Washington Latin School will be evaluated on an individual basis focusing on cost, need and quality. The providers of these products and services may include both public and private organizations. The current assessment of need, although not finalized, assumes no services will be sought from DCPS.

Washington Latin has elected to be its own local education agency (LEA) for special education purposes. The school will work with DCPS to facilitate all publicly sponsored educational products and services the students will need.

It should be noted that Washington Latin will work with the DCPS to obtain and secure student, teacher and staff documentation. Any and all current and future products and services offered by DCPS will be evaluated based upon the qualifications listed above.

THE WASHINGTON LATIN SCHOOL TIMELINE

THE WASHINGTON LATIN SCHOOL

TIMETABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER

	DONE	Started	04/05 - 08/05	09/05 - 12/05	01/06-05/06	06/06-08/06
Pre-Approval Tasks						
A. Personnel						
Hire Head Master	✓					
Hire a business manager	✓					
Find local University willing to provide faculty professional development	✓					
Determine staffing needs for years 1 to 5 including ESL and special needs program	✓					
Develop job descriptions and timeline for hiring faculty and staff		✓	✓			
B. Board Organization and Procedures						
Find Chairman of Board of Governors	✓					
Complete Conflict of interest and other documentation required for charter	✓					
Hold timely Board meetings and ensure efficient governance		✓				
C. Accountability						
Develop 1 to 5 year academic & nonacademic goals		✓	✓			
D. Facilities						
Identify and select a temporary (2 year) site facility		✓	✓			
Work with legal counsel to ensure all codes and regulations for site are followed (occupancy, fire, etc.)			✓	✓		
E. Development						
Apply for education grants from 3 'highly probable' grantees		✓				
F. School Recruitment and Marketing						
Contact and hold meetings with key Washingtonians to explain schools purpose and function		✓	✓	✓	✓	✓
Hold weekly meetings with the D.C. Committee for Classical Education		✓	✓	✓	✓	✓
Find vendor willing to design advertisement material in a fiscally responsible manner	✓					
Design website for school	✓					
Establish key relationship with Hill & Knowlton, Worlds leading public relation firm	✓					
G. Parent Involvement						
Hold exploratory meetings with community leaders		✓	✓			
Post-Approval Tasks						
A. Personnel						
Hire Student Performance Coordinator			✓			
Hire Director of Student Affairs				✓		
Hire Academic Dean					✓	
Join as member of Carney Sandoe			✓			
Work with Carle Sandoe and other search firms for dynamic faculty				✓	✓	✓
Design employee benefits package including health, retirement and other benefits			✓	✓		
Develop policies and procedures manual and handbooks			✓	✓		
Facilitate faculty professional development program with American University			✓	✓	✓	✓
Develop salary and compensation package			✓			
Join American Academy for Liberal Education			✓			
Join National Association for Independent Schools			✓			
Establish faculty assessment and evaluation criteria		✓	✓	✓	✓	
B. Board Organization and Procedures						
Complete Board of Governors membership		✓	✓			
Find additional members for Board of Visitors		✓	✓	✓	✓	✓

THE WASHINGTON LATIN SCHOOL TIMELINE

	DONE	Started	04/05 - 08/05	09/05 - 12/05	01/06-05/06	06/06-08/06
Hold timely Board meetings and ensure efficient governance		√	√	√	√	√
Find additional membership for the D.C. Committee for Classical Education			√	√	√	√
Work with legal counsel to establish all employee hiring and documentation requirements (background checks, document retention etc.)			√	√		
C: Accountability						
Research, develop and acquire student, faculty and staff assessment and performance evaluations		√	√	√	√	
Determine and acquire managerial procedures and software necessary to administer student, faculty, staff and		√	√	√	√	
D: Facilities						
Finalize contractual agreement for temporary site facility		√	√			
Identify and select a permanent facility for the school		√	√			
Work with legal counsel to ensure all codes and regulations for site are followed (occupancy, fire, etc.)						
E: Development						
Apply for education grants from additional foundations, governmental, corporate and private donees			√	√	√	√
Work with local and national organizations and individuals to expose schools mission and fundraising efforts			√	√	√	√
F: School Recruitment and Marketing						
Work with marketing vendor to develop and distribute marketing materials		√	√	√	√	√
Facilitate relationship with Hill & Noltan to develop public relations gameplan		√	√	√	√	√
Join Greater Washington Board of Trade			√			
Join District of Columbia Chamber of Commerce			√			
Distribute information regarding school citywide			√	√	√	
G: Admissions						
Ensure all Washington DC communities are made aware of new school			√	√	√	√
Initiate student admissions process					√	√
Obtain and secure student admission data					√	√
Ensure application deadline is adhered					√	
(if applicable), conduct student lottery in accordance with guidelines					√	
Begin student registration and orientation					√	√
Ensure parents or guardians receive all information on a timely basis					√	√
Ensure parents or guardians sign the Parents Resolve & Covenant						√
H: Financial Management/Fiscal Responsibility						
Establish bank account for school	√					
Establish banking relationship for line of credit		√				
Develop and implement accounting/bookkeeping methodologies and financial statement presentation		√	√			
Work with third party CPA's to establish internal controls			√			
Develop and implement managerial systems and policies			√	√		
Obtain and implement actual versus budgetary expenditure supervision			√	√		
Establish and implement payroll methodologies and systems			√	√		
Select CPA to serve as independent auditor who is certified in DC				√		
I: Food Service/Catering						
Identify, meet and select caterer(s)						
Work with legal counsel to ensure all food service codes and regulations are covered for both facility and faculty/staff						
J: Health & Safety						
Ensure all medical information and documentation is received, completed and secured for students, faculty and staff					√	
Follow up with anyone not providing requested information and establish a noncompliance policy					√	
Work with legal counsel on medical and safety documentation and certifications required					√	
Ensure all staff and faculty receive CPR, First Aid and Defibrillator certifications					√	√

THE WASHINGTON LATIN SCHOOL TIMELINE

	DONE	Started	04/05 - 08/05	09/05 - 12/05	01/06-05/06	06/06-08/06
Ensure first aid, CPR and defibrillators are installed in appropriate school locations						√
Establish appropriate fire drills, fire evacuation routes and fire drill procedures					√	
Establish other emergency procedures and drills					√	√
Establish and disseminate code of conduct, behavior, expulsion and suspension policies and procedures					√	√
K. Legal, IRS and Organizational						
Receive final incorporation documents	√					
Receive charter approval petition			√			
Review and adhere to contract with charter authority			√			
File and receive approval for 501c3 status		√				
Ensure all compliance requirements and guiding principles are maintained for the charter, charter school regulations, grantee guidelines and board mandates.			√	√	√	
Complete any additional applications required for District status		√				
L. Parent Involvement						
Targeted direct mail				√	√	
Formal announcement and communitywide meetings				√		
Media Campaign				√	√	
Begin parent & student interviews					√	
Information kits sent to enrolling families					√	
All Family Picnic						√
Parent Orientation (Resolve & Covenant)						√
Organize initial Parents organization meeting						√
M. Procurement						
Obtain quotes, analyze costs, make contractual decisions, order and receive textbooks and other instructional materials				√	√	√
Obtain quotes, analyze costs, make contractual decisions, order and receive furniture, fixtures and equipment				√	√	√
Obtain quotes, analyze costs, make contractual decisions, order and receive office supplies and testing tools				√	√	√
Obtain quotes, analyze costs, make contractual decisions and make arrangements for any outsourced services required				√	√	√
Ensure all contracts and products arranged, received and in place by August 1, 2006						√
Ensure all testing tools are ordered, received and in house by August 1, 2006						√
N. Special Education						
Hire Student Performance Coordinator			√			
Develop and oversee special assessment program for special needs students				√	√	
Develop and sustain relationships with outsourced agencies that can bring highly specialized strategies and therapies to specific students			√	√	√	√
Perform accurate assessments of incoming students to assess special needs.						
Develop marketing materials and information available to communicate special needs program to the public			√	√	√	
Establish a referral program and procedure for special needs students			√	√	√	
Coordinate documentation process and secure recordkeeping protocol for special needs students				√		

The Washington Latin School Preliminary Accountability Plan

In preparing the School's preliminary accountability plan, the Washington Latin design team recognizes that

- A. District of Columbia Comprehensive Assessment System (DCCAS) standards and tests have not yet been finalized.
- B. Accurate baseline information will not be available until Spring of 2007 and
- C. The School's accountability team will need to work with the District of Columbia Public Charter School Board in developing a viable plan.

Given these realities, Washington Latin has moved on two fronts. First, the School has begun a national search for an Academic Dean (The Chief Academic Officer of the School)—the individual who will lead the accountability team. Second, the School has worked to identify both standards and measurements appropriate to the School's unique mission. The preliminary accountability plan included here is a "work in progress". It is a first step toward the goal which is the development of a comprehensive accountability plan.

Washington Latin's comprehensive approach for measuring the School's performance against its stated goals is being designed to facilitate continual professional development and curricular enhancement. In short, the data collected will be used for continuing professional development, curricular enhancement and the strict need for accountability in the current educational environment. Special attention is being paid to ways in which the information gathered can be used to support the programs of ELL and special education.

In reporting its performance in academic programs, nonacademic programs and its corporate practices and viability, the School will employ recognized benchmarks and professional standards. Through its accreditation process, the School will participate fully with the American Academy for Liberal Education while initiating a five year self study that includes other highly competitive schools with a similar mission.

The two key standards by which the School anticipates evaluating its academic success will be the Educational Records Bureau *Suburban Public Norm* and DCCAS. The Educational Records Bureau's CPT 4 test has three main norm groups: "Independent", "Suburban Public" and "National". The Suburban Public Norm is one of the most competitive norm groups in the United States. According to Dr. Sidney Barish, The Executive Director of CPT 4 Assessment Programs, the Suburban Public Norm reflects the performance of students in what are essentially the top 100 public schools in the country. It is a significantly higher standard than the National Norm group.

Although Educational Records Bureau (ERB) standards are significantly higher than DCCAS standards, the School is aware that its methods of testing and reporting must satisfy state education requirements which are even now being redefined. The design team is also aware that one of the most stringent requirements of No Child Left Behind is that students in each subgroup including ELL and special education also meet adequate yearly progress (AYP) goals. The employment of both DCCAS standards and CPT 4 testing will ensure that the School is able to disaggregate data and accurately report the progress of each subgroup.

The use of ERB tests will enable Washington Latin to maintain detailed longitudinal studies on each student and to continuously tailor their instruction—especially in areas where past performance indicates the need to amend their Student Support Plan (SSP). The decision to measure the School's overall academic performance against the Suburban Public Norm as opposed to the National Norm is a reflection of the School's commitment to high standards and excellence.

The School's Head Master and members of the design team are in extensive conversations with administrators within the District of Columbia Public Schools (DCPS) system aimed at coordinating Washington Latin's accountability plan with the new standards being set by the District of Columbia. The School will continue to work with DCPS officials in the areas of standards, reporting and the articulation of the School's specialized program within the emerging DCPS master plan.

In areas of professional management and corporate responsibility, Washington Latin has also adopted objectifiable standards of best practice published by the National Association of Fundraising Executives (NAFE), the Financial Accounting Standards Board and Council for Advancement and Support of Education (CASE). The School's membership in NAFE and CASE and training provided for the administrative team will ensure the implementation of these standards.

A-1 Academic Performance Goals in Core Competencies

Academic Competency Goal	Performance Indicator	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
<p>1. Students will demonstrate grade level proficiency in core academic subjects of:</p> <ul style="list-style-type: none"> • <u>Reading</u> • <u>Writing</u> • <u>Mathematics and</u> • <u>Science</u> 	<p><u>The percentage of students who will achieve at or above the standards of DCPS cannot be accurately determined until the School is aware of precisely what the standard is and what the instrument of measure will be.</u></p> <p><u>The number of students at each grade level who perform at the level of "proficient" as defined by DCCAS testing, will be a key benchmark for accountability.</u></p> <p><u>In the core competencies of Reading, Writing, Mathematics and Science, the School will set a standard for the percentage of students who test at or above "proficient" as defined by DCCAS testing.</u></p> <p><u>In the core competencies of Reading, Writing, Mathematics and Science, the School's goal will be to bring each grade level average (beginning in First Form) at or above the 50% percentile of the Educational Records Bureau Suburban Public Norm. The school is fully aware that this will not be achieved in the first year and that setting more detailed benchmarks before the Spring of 2007 is unrealistic.</u></p> <p><u>The School's goal will be to have half of the students</u></p>	<p>DCCAS grade level tests ERB (CTP 4) ERB (WRAP) Saxon 6/7 Tests PSAT & SAT</p> <p>School based competency exam in U.S. Constitution</p> <p>School based competency exam in Information Technology Proficiency</p>	<p><u>To be determined in Spring 2007, with consideration of performance level targets established by DCPS for NCLB purposes</u></p>	<p><u>TBD</u></p>	<p><u>TBD</u></p>	<p><u>Grading policies both within and across content areas will be established by teacher teams, including the development of <i>rubrics</i> for the assessment of writing and oral presentations across the content areas</u></p> <p><u>Academic Dean will collect, disaggregate and report test data, per NCLB requirements, and disseminate to teachers on a regular basis, using to inform curriculum development, selection of instructional resources, professional development.</u></p> <p><u>Support and intervention strategies delineated in educational plan.</u></p> <p><u>A policy of no grade inflation and no social promotion.</u></p> <p><u>Advisor/Advisee relationships</u></p> <p><u>Full Time Parent Coordinator and programs to encourage parent/guardian involvement</u></p>

	<u>test above the median in PSAT's administered during their ninth grade year. Twenty five percent of students will test in the top quartile on SAT's or ACT college entrance examination.</u> <u>Average score on the math and verbal SAT will be 1080. At this point and time, most universities are making the written test that has been added to the SAT optional.</u>					<u>participation.</u>
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A-2 Academic Performance Goals in Specialized Competencies

In addition to all the components of accountability included in the lower school accountability plan, the Upper School will introduce additional performance indicators, assessment tools and strategies for attainment that are compatible with its stated goals.

<u>Academic Performance Goal</u>	<u>Performance Indicator</u>	<u>Assessment Tools</u>	<u>Assessment Dates</u>	<u>Assessment Method</u>	<u>Five Year Target</u>	<u>Strategies for Attainment</u>
TECHNOLOGY: Fully competent in basis research, writing and editing skills by the end of Prep II.	<u>Competency in this critical academic skill set is a requirement for promotion to the Upper School.</u>	<u>School Based Examination</u>	<u>To be determined in Spring 2007, with consideration of performance level targets established by DCPS for NCLB purposes</u>	<u>TBD</u>	<u>TBD</u>	<u>After school IT training.</u> <u>Library resource center.</u>
Latin & Classical Literature: Eighty percent of the students scoring at or above the median on the appropriate grade level National Latin Examination. Five Latinists in School receive scholarships in University Classics programs.	<u>Ten students in each graduating class to be members of the National Junior Classical League Honor Society.</u>	<u>National Latin Examination</u>	<u>To be determined in Spring 2007, with consideration of performance level targets established by DCPS for NCLB purposes</u>	<u>TBD</u>	<u>TBD</u>	<u>Active participating in Junior Classical League/Area and National competition</u> <u>Summer Classics program.</u> <u>Six year Latin requirement.</u> <u>Program of Rhetoric that supports classical studies.</u>
Rhetoric & Logic: Demonstrated capacity of	<u>Participation in a harkness classroom.</u>	<u>School based examination</u>	<u>To be determined in Spring 2007,</u>	<u>TBD</u>	<u>TBD</u>	<u>Coursework in inductive, deductive and ramean logic.</u>

<u>each student to think clearly and argue persuasively.</u>	<u>Recognized success in regional and National competitions</u>	<u>Oral graduation examinations</u> <u>Professionally judged competitions</u>	<u>with consideration of performance level targets established by DCPS for NCLB purposes</u>			<u>Required coursework in Rhetoric and public elocution.</u> <u>Comprehensive program of forensics and intervarsity debate.</u>
<u>History, Geography and Civic Responsibility:</u> <u>Demonstrated comprehension of World and U.S. History.</u> <u>Broad general knowledge of geographical facts, the principles of cartography and important themes in global ecology. Graduates who understand the institutions of American democracy and their role as citizens.</u>	<u>Grade level classwork.</u> <u>Participation in student government and student judiciary.</u> <u>Extracurricular involvement in environmental and political concerns.</u>	<u>The Prep II Constitution test required for promotion.</u> <u>School based comprehensive examination in History, Geography and Civics.</u>	<u>To be determined in Spring 2007, with consideration of performance level targets established by DCPS for NCLB purposes</u>	<u>TBD</u>	<u>TBD</u>	<u>Replacement of social studies with discreet coursework in History, Geography and Civic Responsibility.</u> <u>T. Roosevelt Institute for Ethics and Public Policy.</u> <u>Extensive fieldwork. (Utilization of the District of Columbia as the School's classroom.)</u>
<u>Foreign Language: Second Year ready reading skill in a foreign modern language.</u>	<u>Involvement of students in language club and societies</u> <u>Grade level classwork.</u> <u>Number of students enrolled in AP foreign classes.</u>	<u>School based comprehensive exam as part of graduation requirement.</u> <u>Advanced Placement exam.</u>	<u>To be determined in Spring 2007, with consideration of performance level targets established by DCPS for NCLB purposes</u>	<u>TBD</u>	<u>TBD</u>	<u>Four year foreign modern language requirement.</u> <u>Foreign language clubs and societies</u> <u>Exchange programs with academies in France and China.</u>

B. Non-Academic Goals

Non-Academic Performance Goal	Performance Indicators	Assessment Tools	Assessment Schedule	Assessment Method	Assessment Year	Strategies for Attainment
Preparation for a selective institution of higher learning: "...preparing our graduates for college and university."	<u>50% of students to maintain a B average or better.</u> <u>The School's goal will be to have half of the students test above the median in PSAT's administered during their ninth grade year. Twenty five percent of students will test in the top quartile on SAT's or ACT college entrance examination.</u> <u>Average score on the math and verbal SAT will be 1080. At this point and time, most universities are making the written test that has been added to the SAT optional.</u> <u>90% of graduates to attend a 4 year college or university</u>	DCCAS ERB (CTP 4) Cumulative GPA ERB (WrAP) College Boards Latin AP Exam	<u>To be determined in Spring 2007</u>	TBD	TBD	<u>A comprehensive curriculum designed to meet requirements for selective colleges and universities</u> <u>Program of extracurricular activities designed to enhance student college application profiles</u> <u>Strong foreign language requirements</u> <u>Well developed program of college advising</u>
Preparation for lifelong learning: All students will be prepared for lifelong learning, including: <ul style="list-style-type: none"> a. <u>The capacity to reason effectively</u> b. <u>A "Humane" understanding: i.e. the love of truth, beauty and goodness</u> 	<u>Very high level of proficiency for standard English both oral and written.</u> <u>Consistent attendance rates of 95%.</u> <u>Mastery of literature based curriculum. Average score above 50th percentile on ERB WrAP-Suburban Public Norm. (It is too early to calibrate numerical score for PSAT & SAT writing test)</u> <u>Demonstrated ability to write with clarity and speak with plainness and power.</u>	<u>Comprehensive examination of mastery of literature based curriculum as part of graduation requirement.</u> <u>The Fourteen Public Virtues that objectify ideal behavior</u>	<u>To be determined in Spring 2007</u>	TBD	TBD	<u>An enriched literature based curriculum.</u> <u>Advisor/Advisee relationship</u> <u>Clearly defined ideal-The Fourteen Public Virtues</u> <u>The Honor Code</u> <u>The Student Judiciary</u> <u>A School Culture built on</u>

c. <u>Demonstrable adherence to school discipline policy, reflecting conduct becoming a gentleman/lady</u>	<u>Debate team regionally recognized and nationally ranked.</u> <u>Personal "Buy-in" for Public Virtues and the Honor Code, as demonstrated by an average of four or less misdemeanor marks per year per student.</u>	<u>ERB (WrAP)</u> <u>PSAT & SAT</u> <u>Satisfactory public oration as a part of graduation requirement</u> <u>Success in schoolwide programs in Forensics and Debate.</u> <u>Student Judiciary</u> <u>Dean's office</u> <u>Comportment Report as part of student academic file.</u>				<u>instilling dignity and respect.</u> <u>Help each student building and organizing their own personal library.</u>
Preparation for citizenship and service	<u>100% of students completing their Citizen-Leader Service Requirement</u> <u>95% attendance rate</u> <u>An average of four or less misdemeanor marks per year per student.</u> <u>60% of students active in student government.</u> <u>100% of students passing school based test on U.S. Constitution</u>	<u>Evaluations from community service partners.</u> <u>Integrity and character objectified by a system of demerits and honors.</u> <u>Prep II test on U.S. Constitution</u> <u>Dean's office</u>	<u>To be determined in Spring 2007</u>	<u>TBD</u>	<u>TBD</u>	A culture built on the Public Virtues and The Honor Code & Student Judiciary The reinforcement of the Culture through the Morning Meeting Citizen-Leader Community Service Requirement. <u>Required organized team sports.</u>

			<u>Comportment Report</u>				
			<u>Coaches' Report</u>				
<u>Wellness & Sport:</u> <u>Demonstrated capacity of each student to work together in a team setting.</u>		<u>All students (excluding those with physical disabilities) involved in team sports.</u>	<u>Coaches' assessment</u> <u>Competitive performance</u> <u>Approved personal wellness program</u>	<u>To be determined in Spring 2007</u>	<u>TBD</u>	<u>TBD</u>	<u>Requirement in after school team sports</u> <u>Required personal wellness program</u> <u>Faculty profile that includes teacher/mentor/coach</u>

C. Institutional & Management Goals

<u>Institutional Management Goals</u>	<u>Performance Indicators</u>	<u>Measurement Tools</u>	<u>Timeline</u>	<u>Responsible Party</u>	<u>Target Year</u>	<u>Strategies for Attainment</u>
1. <u>Establish Financial viability as a dynamic public/private partnership where private funding matches or exceeds public funding.</u>	<u>Funds raised</u> <u>% of total budget spent on development</u> <u>Effective use of technology</u>	<u>American Society of Fund Raising Executives standards and practices.</u> <u>AALE accreditation audit</u>	<u>TBD SPRING 2007</u>	<u>TBD</u>	<u>TBD</u>	<u>A professional Office of Intitutional Advancement</u> <u>A corporate "Lead Partner"</u> <u>Build the Boards of Governors & Visitors</u> <u>Strong systems of accountability and transparency</u>
2. <u>Create a culture of excellence that empowers the professional development of all faculty and staff.</u>	<u>The moral of the faculty and staff</u> <u>Attendance of faculty and staff</u> <u>Creativity born of decentralized management</u> <u>Budgets that reflect priority of teaching faculty</u>	<u>"360" TEACHER EVALUATIONS</u>	<u>TBD SPRING 2007</u>	<u>TBD</u>	<u>TBD</u>	<u>Strong partnerships with ABCTE and American University</u> <u>A national search for every teacher</u> <u>Liberal compensation and benefits</u> <u>A strong program of Professional Development developed with teachers and grounded in student achievement data</u> <u>Training and support for Board</u>

						<u>Strong Intern program</u>
<u>3. Develop a democratic culture that enfranchises students, parents, teachers and Community Partners—and connects WL with the District and the nation.</u>	<u>High levels of participation from every constituency</u> <u>A general sense of civic pride and "ownership" of the School-</u> <u>A culture where people speak up.</u>	<u>AAL E accreditation audit</u> <u>Self-study with five other highly competitive schools</u> <u>Press</u>	<u>A very decentralized process of organization</u> <u>Extraordinary outreach to experts and community leaders</u>	<u>-Active Parents Association</u> <u>-Community Partners in the School house in all sorts of capacities</u> <u>Community Partner Network represented on Boards and Committees</u> <u>Student Initiative in creating Student Government</u>	<u>Community Partner Organizations mentoring students, providing jobs, scholarships and research opportunities</u> <u>Artists, writers, activists, policy makers, philosophers and philanthropists active in the LIFE of the School</u> <u>The Parent Association as a driving force in Institutional Advancement</u>	<u>-Board and Committee Structures that include all constituencies</u> <u>-Decentralized School Administration</u> <u>-An official Council of Community Partners</u> <u>-Vibrant Student Government</u> <u>-Leadership that listens</u> <u>-Research Based approaches to best-practice</u>

Geoffrey A. Jones

Geoffrey A. Jones has had a distinguished career as a leader in both public and private education. In July 2000, Mr. Jones was appointed Head of The Potomac School, an independent K-12 school located in McLean, Virginia.. In 1988, he was named the founding principal of the nationally renowned Thomas Jefferson High School for Science and Technology in Fairfax County, Virginia, where he served for twelve years. From 1983 to 1988, he was the principal of Oyster River High School in Durham, New Hampshire, and from 1975 to 1983 he served as the principal of the University of Chicago Laboratory High School, another nationally acclaimed independent school.

Mr. Jones has focused on the leadership roles of school administrators and faculty in developing and promoting new curriculum initiatives for academically talented students. Through his work in Chicago and now in Virginia, Mr. Jones has gained extensive experience in building private/public sector linkages and support for education. He has served on numerous standing and ad hoc committees focused on restructuring education and is described as a visionary leader who cares deeply about building community in the educational environment.

Mr. Jones earned his Bachelor of Science and Master of Science degrees from Indiana State University. He and his wife, Carol, have one son, Griff, and reside in McLean, Virginia.

Biographical Sketch

Stephen M. Lovett

Stephen M. Lovett brings over 30 years management experience with non-profit organizations. He is currently with the American Forest & Paper Association where he has served since 1986 as International Vice President, Forest Resources Group Vice President, and now Executive Vice President.

Mr. Lovett played a leadership role in the development of the Sustainable Forestry Initiative® program, one of the largest certification programs for sustainable forest management in the world. For many years he chaired the Industry Sector Advisory Committee and served on the Agricultural Policy Advisory Committee, both advisory committees appointed by the Secretaries of Commerce, Agriculture, and the U.S. Trade Representative.

For several years he worked with a market access firm in Beijing and was the first to conduct a comprehensive study of China's forestry sector soon after China opened in the early 1980s. He speaks Chinese and has extensive experience in the Far East.

Mr. Lovett is a native of Massachusetts and graduate of Harvard College. He served in the U.S. Navy, and was a Merrillies Fellow in poetry at Stanford University, where he received his Master of Arts degree. He has served on boards of refugee resettlement and education programs. Steve and his wife Ann Elizabeth (AE) live in the Crestwood area of Washington DC with their two young children, Skylar and Sean.

**THE WASHINGTON LATIN SCHOOL
BUDGETARY ASSUMPTIONS**

Item	Assumption	Location in Spreadsheet
Public Revenue	Amounts based upon 2005 DC Public Charter Schools Uniform Per Student Funding Formula indexed for inflation	DC Revenue Line 1
Healthcare, Insurance	Amounts based on quotes received from Ms. Stephanie Abbott of Abbott Financial Services. Amounts correlate to Goldstar's estimates	Personnel Salaries and Benefits, Line 23
Occupancy	Conservative estimate of \$25/sq ft. First lease negotiated at \$18/sq ft. Move to new facility estimated after year 2	Occupancy Expenses, Line 43
Contributions/Grants	\$81,500 of contributions have already been received. An additional \$12,500 has been granted by the Witter Foundation and will be received once IRS 501(c)(3) status is approved.	Fundraising Activity and Investment Revenue, Line 6
Legal Fees	Legal fees incurred thus far are \$2,000. The law firm of Cadwalader, Wickersham and Taft has agreed to provide pro bono legal services. However, amounts in budget remain at fees suggested by Goldstar	Office Expenses, Line 60
Professional Development	American University has agreed to provide some training for teacher professional development. However, amounts in budget have not been reduced from the amounts suggested by Goldstar.	Personnel Salaries and Benefits, Line 25
Inflation	Inflation estimate of 3% per year. Agrees to Consumer Price Index from the Bureau of Labor Statistics for the 12 months ended February 2005.	Personnel Salaries and Benefits
Non-Residential Facilities	Funds received per student for facilities has been updated to 2,775 to reflect the new amounts provided in the Uniform Per Student Funding Formula	DC Revenue Line 2
Contingencies	Estimate of 5% of expenses	Throughout Budget
Other	Other Estimates based on professional experience of Josh Marks and Goldstar	Throughout Budget

DC Revenue, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: Reconciled:

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
Variables								
Foundation level per pupil	7,062.38	7,274.25	7,492.48	7,717.26	7,948.77	8,187.24	103.0%	
Non-Residential Facilities	2,775.00	2,775.00	2,775.00	2,775.00	2,775.00	2,775.00		
Residential Facilities Allot	6,426.00	6,426.00	6,426.00	6,426.00	6,426.00	6,426.00		
LINE 1: Per Pupil Charter Payments								
Per-Pupil								
Grades 4-5:								1 Grades 4-5
- Students	56	56	112	112	112			
- Income/Student	7,274	7,492	7,717	7,949	8,187			
Grades 4-5:	407,358	419,579	864,333	890,263	916,971			
Grades 6-8:								1.03 Grades 6-8
- Students	120	168	260	320	336			
- Income/Student	7,492	7,717	7,949	8,187	8,433			
Grades 6-8:	899,098	1,296,499	2,066,681	2,619,916	2,833,439			
Grades 9-12:								1.17 Grades 9-12
- Students	-	-	80	160	256			
- Income/Student	-	-	9,029	9,300	9,579			
Grades 9-12:	-	-	722,335	1,488,011	2,452,241			
TOTAL: Per Pupil	-	1,306,456	1,716,078	3,653,349	4,998,189	6,202,651		
Special Education Funding								
Level 1:								0.55 Level 1
- Students	10	13	27	35	42			
- Income/Student	4,001	4,121	4,244	4,372	4,503			
Level 1:	40,008	53,571	114,601	153,014	189,125			
Level 2:								0.85 Level 2
- Students	3	4	9	11	14			
- Income/Student	6,183	6,369	6,560	6,756	6,959			
Level 2:	18,549	25,474	59,037	74,321	97,428			
Level 3:								1.5 Level 3
- Students	2	2	5	7	8			
- Income/Student	10,911	11,239	11,576	11,923	12,281			
Level 3:	21,823	22,477	57,879	83,462	98,247			
TOTAL: Special Ed	-	119,661	141,983	356,537	482,491	605,866		
English as a Second Language								
LEP/NEP:								0.4 LEP/NEP
- Students	17	22	45	59	70			
- Income/Student	2,910	2,997	3,087	3,180	3,275			
LEP/NEP:	49,465	65,934	138,911	187,591	229,243			
Summer School								

DC Revenue, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: Reconciled:

Summer School Weeks	6						
Summer School:						0.17 Summer School	
- Students	-	112	168	224	280		
- Income/Student (6 weeks)	-	1,274	1,312	1,351	1,392		
- Income/Student (6 of 6 weeks)	-	1,274	1,312	1,351	1,392		
Summer School:	-	142,657	220,405	302,689	389,712		
TOTAL: Line 1	-	1,475,582	2,066,651	4,369,202	5,970,960	7,427,462	1. Per Pupil Charter Paym

LINE 2: Per Pupil Facilities Allowance							
Facilities Allowance							
- Students	-	176	224	452	592	704	
- Income/Student	2,775	2,775	2,775	2,775	2,775	2,775	
Facility Funding	-	488,400	621,600	1,254,300	1,642,800	1,953,600	
TOTAL: Line 2	-	488,400	621,600	1,254,300	1,642,800	1,953,600	2. Per Pupil Facilities Allc

TOTAL: DC Revenue	-	1,963,982	2,688,251	5,623,502	7,613,760	9,381,062	
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END						
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Federal Entitlements Revenue, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
LINE 3: Federal Entitlements								
No Child Left Behind (NCLB)								
Students								
# Students	-	176	224	452	592	704		
# Title I Students	-	43	54	106	136	158		
# NEP/LEP Students	-	17	22	45	59	70		
Per Pupil								
Title I	883.24	909.74	937.03	965.14	994.09	1,023.92	103%	
Title II, Part A	150.00	154.50	159.14	163.91	168.83	173.89	103%	
Title II, Part D	21.57	22.22	22.88	23.57	24.28	25.01	103%	
Title III	80.80	83.22	85.72	88.29	90.94	93.67	103%	If >\$10,000
Title IV	16.04	16.52	17.02	17.53	18.05	18.59	103%	
Title V, Part A (Title I <=69.86%	16.00	16.48	16.97	17.48	18.01	18.55	103%	
Title V, Part A (Title I > 69.86%	24.07	24.79	25.54	26.30	27.09	27.90	103%	
Grants:								
Title I	-	39,228	50,375	102,517	135,358	162,188		
Title II, Part A	-	27,192	35,648	74,087	99,945	122,419		
Title II, Part D	-	3,910	5,126	10,654	14,372	17,604		
Title III	-	-	-	-	-	-	10,000	If >\$10,000
Title IV	-	2,908	3,812	7,922	10,887	13,091		
Title V, Part A	-	4,363	5,720	11,888	16,038	19,644		
TOTAL - NCLB								
	-	77,601	100,679	207,069	276,399	334,947		
Title Vb - Public Charter School Startup Grant								
Title Vb	110,000	200,000	200,000	-				
Title Vb - Year Zero	10,000							
TOTAL: Line 3								
	120,000	277,601	300,679	207,069	276,399	334,947	3. Federal Entitlements	
END								

Federal Programs Revenue, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
LINE 4: Other Government Funding/Grants								
Competitive Federal Grants								
21st century c/c	-	-	-	-	-	-		
Comprehensive school reform	-	-	-	-	-	-		
Educational technology	-	-	-	-	-	-		
IDEA VI-B Handicapped	-	-	-	-	-	-		
Learn and Serve America	-	-	-	-	-	-		
Other competitive fed grants	-	-	-	-	-	-		
TOTAL: Competitive Federal	-	-	-	-	-	-		
National School Lunch Program								
Rates								
Lunch Rates								
- Paid	0.21	0.22	0.22	0.23	0.24	0.24		
- Reduced	1.79	1.84	1.90	1.96	2.01	2.08		
- Free	2.19	2.26	2.32	2.39	2.46	2.54		
Breakfast Rates								
- Paid	0.22	0.23	0.23	0.24	0.25	0.26		
- Reduced	0.90	0.93	0.95	0.98	1.01	1.04		
- Free	1.20	1.24	1.27	1.31	1.35	1.39		
STUDENTS								
Daily Lunches								
- Total lunches	-	106	134	271	355	422		60% Stu reqr lunch
- Paid	-	80	102	207	274	327		
- Reduced	-	5	6	13	16	19		
- Free	-	21	26	51	65	76		
Daily Breakfasts								
- Total breakfasts	-	44	56	113	148	176		25% Stu reqr breakfast
- Paid	-	33	43	86	114	136		
- Reduced	-	2	3	5	7	8		
- Free	-	9	11	21	27	32		
DAILY								
NSLP Income - Lunch	-	73.47	94.96	194.55	258.66	312.17		
NSLP Income - Breakfast	-	20.19	26.19	53.86	71.89	87.12		
NSLP Income - Lunch and Breakfast	-	93.66	121.15	248.41	330.55	399.29		
ANNUAL								
Annual - Lunch	-	19,008	24,192	48,816	63,936	76,032		
Annual - Breakfast	-	7,920	10,080	20,340	26,640	31,680		
NSLP Annual\$	-	16,858	21,807	44,714	59,499	71,872		180 Days/Year
E-Rate (Attempt to acquire, but don't plan on it)								
E-Rate Discounts	50%	50%	50%	50%	50%	50%		
Land Line costs	-	-	-	-	-	-		
Land Line discounts	-	-	-	-	-	-		
Mobile phone costs	-	-	-	-	-	-		

Federal Programs Revenue, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Mobile phone discounts	-	-	-	-	-	-	-
Connectivity Hardware Disco	-	-	-	-	-	-	-
TOTAL E-Rate Discounts	-	-	-	-	-	-	-
TOTAL: Line 4	-	16,858	21,807	44,714	59,499	71,872	4. Other Government Fund
END							

Fundraising, Activity, and Investment Revenue, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
LINE 6: Private Grants and Donations								
Competitive Grants								
Individuals grants	-	-	-	-	-	-		
Corporate/business grants	-	-	-	-	-	-		
Foundation/trust grants	-	12,500	-	-	-	-		
TOTAL: Competitive Grants	-	12,500	-	-	-	-		
Private Contributions								
Individual contribution	132,000	62,000					100%	
Corporate contribution							100%	
Foundation contribution							100%	
Special event contribution							100%	
TOTAL: Contributions	-	-	-	-	-	-		
TOTAL: Line 6	132,000	74,500	-	-	-	-		6. Private Grants and Don

LINE 7: Activity Fees								
Activity Fees								
Supplemental program fees								
Field trip fees								
Sales								
Cost of Food Service	-	54,569	71,535	148,677	200,570	245,671		
Cost of Food Staff	-	22,300	22,969	23,658	24,368	25,099		
TOTAL Cost of Lunch	-	76,869	94,504	172,335	224,937	270,770		
Less NSLP reimbursement	-	16,858	21,807	44,714	59,499	71,872		
Paid meals sales	-	60,010	72,697	127,621	165,438	198,897		
Required uniform sales								
School store sales								
Fundraising sales								
TOTAL: Line 7	-	60,010	72,697	127,621	165,438	198,897		7. Activity Fees

Investment Income								
Interest-savings/short-term inv								
Dividends & interest-securities								
Gross rents revenue								
Related rental cost								
Other investment income								
Security sales - gross								
Security sales cost								
Unrealized gains/losses								
Business Income								
Other asset sales - gross								
Other asset sales cost								

Fundraising, Activity, and Investment Revenue, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Non-program sales	
Cost of non-program sales	
Advertising revenues	
Affiliate revenue-other entity	
Miscellaneous revenue	
TOTAL: Line 9	9. Other Income (please d
END	

Personnel Salaries and Benefits, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
Variables								
Infl	103%							
Compounded Inflation	1.00	1.03	1.06	1.09	1.13	1.16		
Salary/Infl	103.0%							
School Days	180							
LINE 15: Principal/Executive Salary								
Curricular Salaries								
Headmaster:								
- Salary		100,000	103,000	106,090	109,273	112,551		incr by salary inflation
- FTE (PD)		1.0	1.0	1.0	1.0	1.0		
Headmaster salaries		100,000	103,000	106,090	109,273	112,551		TONY
Academic Dean:								
- Salary		85,000	87,550	90,177	92,882	95,668		incr by salary inflation
- FTE (PD)		1.0	1.0	1	1	1		
Academic Dean salaries		85,000	87,550	90,177	92,882	95,668		
Other cur leadership 2:								
- Salary		-	-	-	-	-		incr by salary inflation
- FTE (PD)		-	-	-	-	-		
Other cur leadership 2 salary		-	-	-	-	-		
Management & Development Executive Salaries								
Executive/Director:								
- Salary		-	-	-	-	-		incr by salary inflation
- FTE (PD)		-	-	-	-	-		
Executive/Director salaries		-	-	-	-	-		
TOTAL: Line 15	-	185,000	190,550	196,267	202,154	208,219		15. Principal/Executive Sal
LINE 16: Teacher Salaries								
Core Teachers								
- Classrooms		8	11	23	31	38		
- PTE		8	11	23	31	38		
Level 1 Teacher:								
Level 1 Teacher salaries		60,000	61,800	63,664	65,564	67,531		<< NEW v1.6
Level 1 Teacher salaries		55,000	56,650	58,350	60,100	61,903		<< NEW v1.6
Level 2 Teacher:								
- Salary		50,000	51,500	53,045	54,638	56,275		incr by salary inflation
- FTE (PD)		6	9	21	29	36		
Level 2 Teacher salaries		300,000	483,500	1,113,945	1,584,464	2,025,916		
Level 3 Teacher:								
- Salary		-	-	-	-	-		incr by salary inflation
- FTE (PD)		-	-	-	-	-		
Level 3 Teacher salaries		-	-	-	-	-		
TOTAL: Core Teacher Salaries	-	415,000	581,950	1,235,949	1,710,118	2,155,349		
Additional Teachers								
ESL teachers:								
- Salary		50,000	51,500	53,045	54,638	56,275		<< NEW v1.6
- FTE (PD)		0.5	0.50	0.50	0.50	0.50		
ESL teachers salaries		25,000	25,750	26,523	27,318	28,138		
TOTAL: Additional Teacher S	-	25,000	25,750	26,523	27,318	28,138		
Total Teacher FTEs	-	7	10	22	30	37		

Personnel Salaries and Benefits, v1.6
Washington Latin Public Charter School (John & Tony)

9/11/05

Reconciled: TRUE

New Teacher FTEs	7	3	12	8	7	
Total Teacher Salaries	440,000	607,700	1,282,471	1,737,436	2,183,487	
Average Teacher Salary	67,692	63,968	68,720	58,898	59,822	
Summer School						
Summer School Revenue	-	-	142,657	220,405	302,689	389,712
SUMR Salary Expenses	-	-	57,063	88,162	121,076	155,885
SUMR Contract Expenses	-	-	42,797	66,121	90,807	116,914
SUMR Supplies Expenses	-	-	14,266	22,040	30,269	38,971
SUMR Excess (covers rent)	-	-	28,531	44,081	60,538	77,942
Summer Teachers:						
- Salary	5,000	5,150	5,305	5,464	5,628	incr by salary inflation
- Summer FTE	-	11.1	16.6	22.2	27.7	
Summer School Revenue sala	-	-	67,063	88,162	121,076	155,885
Summer Specialized Teachers:						
- Salary	-	-	-	-	-	constant
- Summer FTE	-	-	-	-	-	
Summer Specialized Teacher	-	-	-	-	-	
TOTAL: Line 16	-	440,007	664,772	1,350,654	1,858,541	2,339,409 16. Teachers Salaries

LINE 17: Teacher Aides/Assistance Salaries

TOTAL: Line 17 - - - - - 17. Teacher Aides/Assistance

LINE 18: Other Education Professionals Salaries

Special Education						
Student Performance Coordinator:						
- Salary	-	60,000	61,800	63,654	65,564	67,531
- FTE (PD)	-	1.00	1.00	1.00	1.00	1.00
Student Performance Coordli	-	60,000	61,800	63,654	65,564	67,531
Special Ed teachers:						
- Salary	-	60,000	51,500	53,045	54,638	56,275
- Level 1 SpEd Students	-	10	13	27	35	42
- Level 1 SpEd Weekly Hrs	-	20	28	54	70	84
- Level 2 SpEd Students	-	3	4	9	11	14
- Level 2 SpEd Weekly Hrs	-	24	32	72	88	112
- Level 3 SpEd Students	-	2	2	5	7	8
- Level 3 SpEd Weekly Hrs	-	32	32	80	112	128
- TOTAL Weekly Hrs	-	76	90	206	270	324
- TOTAL FTE (PD) Required	-	1.90	2.25	5.15	6.75	8.10
- FTE (PD)	-	-	-	5.0	6.0	8.0
Special Ed teachers salaries	-	-	-	265,225	327,818	450,204
TOTAL: Special Education	-	60,000	61,800	328,879	393,382	517,734
Additional Curricular						
Director of External Affairs:						
- Salary	-	45,000	46,350	47,741	49,173	50,648
- FTE (PD)	-	1.0	1	1	1	1
Director of External Affairs s:	-	45,000	46,350	47,741	49,173	50,648
TOTAL: Additional curricular	-	45,000	46,350	47,741	49,173	50,648
TOTAL: Line 18	-	105,000	108,150	376,620	442,554	568,382 18. Other Education Professio

LINE 19: Business/Operations Salaries

Personnel Salaries and Benefits, v1.6
Washington Latin Public Charter School (John & Tony)

9/11/05

Reconciled: TRUE

Front Office						
Paraprofessional:						
- Salary			32,782	33,765		incr by salary inflation
- FTE			1.0	1.0		
Paraprofessional salaries			32,782	33,765		
Office Manager						
- Salary	37,500	38,625	39,784	40,977	42,207	incr by salary inflation
- FTE	1.0	1.0	1.0	1.0	1.0	
Office Manager salaries	37,500	38,625	39,784	40,977	42,207	
Parent Coordinator:						
- Salary	35,000	36,050	37,132	38,245	39,393	<< NEW v1.6
- FTE	1.0	1.0	1.0	1.0	1.0	
Parent Coordinator salaries	35,000	36,050	37,132	38,245	39,393	
Business, Operations						
Business Manager:						
- Salary	85,000	87,550	90,177	92,882	95,668	incr by salary inflation
- FTE	1.0	1.0	1.0	1.0	1.0	
Business operations salaries	85,000	87,550	90,177	92,882	95,668	
TOTAL: Line 19	157,500	162,225	167,092	204,886	211,033	19. Business/Operations Salaries

LINE 21: Custodial Salaries						
Custodial Salaries						
Custodial staff:						
- Salary	30,000	30,900	31,827	32,782	33,765	incr by salary inflation
- FTE	1.0	1.0	1.0	1.0	1.0	
Maintenance/custodial salary	30,000	30,900	31,827	32,782	33,765	
TOTAL: Line 21	-	30,000	30,900	31,827	32,782	21. Custodial Salaries

LINE 22: Other Staff Salaries						
Development:						
Director of Development:						
- Salary			80,000	82,400	84,872	incr by salary inflation
- FTE (PD)			1.0	1.0	1.0	
Development salaries			80,000	82,400	84,872	
Other Staff:						
Lunchroom:						
- Salary	22,300	22,969	23,658	24,368	25,099	incr by salary inflation
- FTE	1.0	1	1	1	1	
Food service salaries	-	22,300	22,969	23,658	24,368	25,099
TOTAL: Other staff	-	22,300	22,969	23,658	24,368	25,099
TOTAL: Line 22	-	22,300	22,969	103,658	106,768	109,971 22. Other Staff Salaries

STAFF TOTALS						
Total Staff FTE	-	16	19	37	47	56
New Staff FTE	-	16	3	18	10	9
PD Staff	-	11	14	32	41	50 (Prof Dev Req'd)
Total staff salaries, incl summer		939,807	1,179,566	2,226,117	2,847,686	3,470,779
Total staff salaries, less summer		939,807	1,122,504	2,137,955	2,726,810	3,314,894
Average staff salary, less summer		60,633	60,676	58,574	58,637	59,728

LINE 23: Employee Benefits						
Retirement/Pension Plan						
Eligible Staff	100%	100%	100%	100%	100%	constant

Personnel Salaries and Benefits, v1.6
Washington Latin Public Charter School (John & Tony)

9/11/05

Reconciled: TRUE

Eligible Staff, DCPSRS	25%	25%	25%	25%	25%	25%	constant
Retirement contrib (DCPSRS)	-	18,796	23,591	41,822	56,954	69,416	8% DCPSRS
Eligible Staff, School 403b	75%	75%	75%	75%	75%	75%	constant
Retirement plan contrib	-	21,146	26,640	50,088	64,073	78,093	3%
TOTAL: Retirement Plan	-	39,942	50,132	94,610	121,027	147,508	
Health Insurance							
Monthly Single Healthcare		277.09	285	294	303	312	Incr by Inflation
- Employee contribution	0%	0%	0%	0%	0%	0%	constant
- Employer contribution	100%	100%	100%	100%	100%	100%	constant
Health Insurance	-	61,539	63,359	129,757	169,953	207,704	
Bonuses, Travel Stipends							
Bonus: /Emp		0	-	-	-	-	Incr by Inflation
Bonuses	-	-	-	-	-	-	
Travel Stipend: /Emp/Mth		0	-	-	-	-	Incr by Inflation
Travel stipends	-	-	-	-	-	-	
Cafeteria Plan, Disability Insurance							
Life Insurance: /month / staff		8.00	8.24	8.49	8.74	9.00	Incr by Inflation
Life Insurance: /anum / staff		96	99	102	105	108	
Number of staff		16	19	37	47	56	
Life Insurance	-	1,488	1,633	1,679	1,626	1,675	
Short-term disability							
LT Disability: /month / staff		15.00	15.45	15.91	16.39	16.88	Incr by Inflation
LT Disability: /anum / staff		180	185	191	197	203	
Number of staff		16	19	37	47	56	
Long-term disability	-	2,790	2,874	2,960	3,049	3,140	Incr by Inflation
Cafeteria Plan, Startup							
Cafeteria Plan: /Staff	-	-	-	-	-	-	Incr by Inflation
Section 125 plan	-	-	-	-	-	-	
TOTAL: Cafeteria/Disability	-	4,278	4,406	4,539	4,675	4,815	
Payroll Taxes							
Social security & medicare	-	71,896	90,237	170,298	217,848	266,515	7.65%
State unemployment tax	-	3,875	4,625	9,125	11,825	13,875	250
Workers' comp insurance	-	-	-	-	-	-	
TOTAL: Payroll Taxes	-	75,770	94,862	179,423	229,473	279,390	
TOTAL: Line 23	-	171,529	212,759	407,328	524,128	639,416	23. Employee Benefits

LINE 24: Contracted Staff

Startup Stipends (Planning Year):

Principal	50,000					50%
Executive Director	-					25%
Front Office	-					25%
Other	-					50%
Other	-					25%
FOCUS startup assistance	1,500					
TOTALS: Startup Stipends	51,500	-	-	-	-	

Specialty Teacher Contracts

Specialty Teacher Contracts:

- Hourly Rate	-	20	21	21	22	23	incr by inflation
- Hrs/Week	-	10	10	10	10	10	constant
- Annual Contract		8,000	8,240	8,487	8,742	9,004	40 weeks
- Number	-	11.0	14.0	28.3	37.0	44.0	
Specialty Teacher Contracts	-	88,000	115,360	239,763	323,447	396,179	

Personnel Salaries and Benefits, v1.6
Washington Latin Public Charter School (John & Tony)

9/11/05

Reconciled: TRUE

Substitutes							
Substitutes:							
- Salary	-	-	-	-	-	-	-
- FTE	-	-	-	-	-	-	-
Substitutes salaries							
TOTAL: Line 24							
	51,500	88,000	115,380	239,763	323,447	398,179	24. Contracted Staff

LINE 25: Staff Development Costs							
Staff Development: /Emp	750	773	798	820	844		incr by inflation
Professional Development Staff	11	14	32	41	50		
Staff development (non-trave	-	7,876	10,428	25,084	33,192	41,788	
Staff Recruiting: /NY Emp	500	515	530	548	563	580	incr by inflation
Staff recruiting	7,750	1,545	8,548	5,484	5,068	6,217	
Staff Background Checks: /NY	75	77.25	79.57	81.95	84.41	86.95	incr by inflation
Staff background checks	1,163	1,429	2,904	3,811	4,685	4,825	
Staff Meals: /Emp	100	103.00	106.09	109.27	112.55		incr by inflation
Staff meals, events, & awards	1,650	1,908	3,872	5,081	6,247		
TOTAL: Line 24							
	8,913	12,399	24,787	38,211	48,022	58,073	24. Contracted Staff

LINE 75: CONTINGENCY (Multiple)							
Expenses on this worksheet	60,413	1,211,760	1,532,504	2,911,487	3,743,370	4,564,552	
Contingency provisions	1,208	24,235	30,650	58,230	74,867	91,291	2%

END

Direct Student Costs, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
Students	-	176	224	452	592	704		
New Students	-	176	48	228	140	112		
Classrooms	-	8	11	23	31	38		
New Classrooms	-	8	3	12	8	7		
Teachers	-	7	10	22	30	37		
New Teachers	-	7	3	12	8	7		
Teacher Aides	-	-	-	-	-	-		
New Teacher Aides	-	-	-	-	-	-		
LINE 30: Textbooks								
Textbooks: /Stu		75	77	80	82	84		Incr by Inflation
Textbooks, subscription, ref		13,200	17,304	35,965	48,517	59,427		
TOTAL: Line 30	-	13,200	17,304	35,965	48,517	59,427	30. Textbooks	
LINE 31: Student Supplies								
Supplies: /Classroom		1,500	1,545	1,591	1,639	1,688		Incr by Inflation
Student supplies		12,000	16,995	36,601	50,812	64,154		
SUMR Student supplies		-	14,266	22,040	30,269	38,971		(see personnel exp wksht)
Snacks: /Stu		100	103	106	109	113		Incr by Inflation
Student snacks (non-catered)		17,600	23,072	47,953	64,689	79,236		
Uniforms: /Stu		20	21	21	22	23		Incr by Inflation
Student uniforms		3,520	4,614	9,591	12,938	15,847		
TOTAL: Line 31	-	33,120	58,947	116,185	158,708	198,208	31. Student Supplies and Ma	
LINE 32: Library and Media Center Materials								
Library: /New Classroom		1,000	1,030	1,061	1,093	1,126		Incr by Inflation
Library and media center materi		8,000	3,090	12,731	8,742	7,879		
TOTAL: Line 32	-	8,000	3,090	12,731	8,742	7,879	32. Library and Media Center	
LINE 33: Classroom Computers								
Student computer		-	-	-	-	-		Incr by Inflation
Student computers / new classroom		-	-	-	-	-		
Classroom computers [CAPEX]		-	-	-	-	-		
Classroom computers, Replacement		-	-	-	-	-		
Teacher computer		1,000	1,030	1,061	1,093	1,126		Incr by Inflation
Teacher aide computer		-	-	-	-	-		
Staff computers [CAPEX]		6,500	3,090	12,731	8,742	7,879		
Staff computers, Replacements		-	-	-	6,500	3,090		3 year delay
TOTAL - Staff Computers		6,500	3,090	12,731	15,242	10,969		
TOTAL: Line 33	-	6,500	3,090	12,731	15,242	10,969	33. Computers and Materials	
LINE 35: Classroom Furnishings and Supplies								
Consumables: /New Classroom		6,000	6,180	6,365	6,556	6,753		Incr by Inflation
Classroom furn & equip [CAPEX]		48,000	18,540	76,385	52,451	47,271		

Direct Student Costs, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

TOTAL: Line 35	-	48,000	18,540	76,385	52,451	47,271	35. Classroom Furnishings a
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LINE 36: Student Assessment Materials

Assessment/ Student	75	77	80	82	84	Incr by Inflation	
Student assessment materials	13,200	17,304	35,965	48,517	59,427		
TOTAL: Line 36	-	13,200	17,304	35,965	48,517	59,427	36. Student Assessment Mat

LINE 37: Contracted Student Services

SpEd Income	-	119,661	141,983	356,537	482,491	605,856	
Less SpEd Staff	-	60,000	61,800	328,879	393,382	517,734	
Special ed fees	-	59,661	80,183	27,658	89,109	88,122	
Counseling: /stu	-	-	-	-	-	-	
Counseling fees	-	-	-	-	-	-	
Instruction: /Stu	-	-	-	-	-	-	
Contracted instruction fees	-	-	-	-	-	-	
SUMR Contracted instruction fees	-	42,797	66,121	90,807	116,914	(see personnel exp wksht)	
Instructional design & eval	-	-	-	-	-	-	
TOTAL: Line 37	-	59,661	122,980	93,780	179,916	205,035	37. Contracted Student Servi

LINE 38: Miscellaneous Student Costs **

Recruiting / new stu	25	26	27	27	28	29	Incr by Inflation
Student recruiting	4,400	1,236	6,047	3,825	3,151	3,246	
Stipend: /stu	-	-	-	-	-	-	Incr by Inflation
Student scholarships/stipends	-	-	-	-	-	-	
Other: /stu	-	-	-	-	-	-	Incr by Inflation
Other student expenses	-	-	-	-	-	-	
TOTAL: Line 38	4,400	1,236	6,047	3,825	3,151	3,246	38. Miscellaneous Student C

LINE 75: CONTINGENCY (Multiple)

Expenses on this worksheet	4,400	182,917	247,302	387,564	515,244	591,462	
Contingency provisions	220	9,146	12,365	19,378	25,762	29,573	5%

END

Occupancy Expenses, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
LINE 43: Rent								
Move AFTER year #: 2	1	2	3	4	5			
<u>Estimate</u>								
Students	-	176	224	452	592	704		
SF / Stu	80	80	80	80	80	80	80 (tight) - 100 (spacious)	
SF Required	-	14,080	17,920	36,160	47,360	56,320		
SF Available		14,784	18,816	37,968	49,728	59,136	1.05	Mult of Req'd
Final year at current SF		2	2	5	5	5		
Facility Size (Estimated)		18,816	18,816	59,136	59,136	59,136		
Facility Utilization		75%	95%	61%	80%	95%		
Annual \$ / SF		25.00	25.75	26.52	27.32	28.14	Incr by Inflation	
Rent, parking, other occupancy		470,400	484,512	1,568,435	1,615,488	1,663,952	\$/SF x SF Required	
% DC Facility Funding		96%	78%	125%	98%	85%		
Rent: / Month		39,200	40,376	130,703	134,624	138,663		
Real estate taxes								
Supplemental space								
TOTAL: Line 43	-	470,400	484,512	1,568,435	1,615,488	1,663,952	43. Rent	
LINE 44: Mortgage Principal Payments								
Mortgage principal pmts [CAPEX]	-	-	-	-	-	-		
TOTAL: Line 44	-	-	-	-	-	-	44. Mortgage Principal Paymen	
LINE 45: Mortgage Interest Payments								
Mortgage interest payments	-	-	-	-	-	-		
TOTAL: Line 45	-	-	-	-	-	-	45. Mortgage Interest Paymen	
LINE 46: Building Maintenance and Repairs								
Maintenance and repairs		9,408	9,690	31,369	32,310	33,279	2% of rent	
TOTAL: Line 46	-	9,408	9,690	31,369	32,310	33,279	46. Building Maintenance and	
LINE 47: Renovation/Leasehold Improvements								
Leasehold improvements [CAPEX]							4% of rent	
Facility consulting fees								
Building reserves								
TOTAL: Line 47	-	-	-	-	-	-	47. Renovation/Leasehold Im	
LINE 48: Utilities								

Occupancy Expenses, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Utilities & garbage removal	47,053	48,465	49,919	3% of rent
TOTAL: Line 48	-	-	-	47,053 48,465 49,919 48. Utilities

LINE 49: Janitorial Supplies

Janitorial supplies	18,816	19,380	62,737	64,620	66,558	4% of rent
TOTAL: Line 49	-	18,816	19,380	62,737	64,620	66,558 49. Janitorial Supplies

LINE 51: Contracted Building Services

Contracted building services	32,928	33,916	109,790	113,084	116,477	7% of rent
Security fees	-	-	-	-	-	Incr by students, inflation
TOTAL: Line 51	-	32,928	33,916	109,790	113,084	116,477 51. Contracted Building Servi

LINE 75: CONTINGENCY (Multiple)

Expenses on this worksheet	-	531,552	547,499	1,819,384	1,873,966	1,930,185	
Contingency provisions	-	26,578	27,375	90,969	93,698	96,509	5%

ANALYSIS

Facility Expenses	-	558,130	574,873	1,910,353	1,967,664	2,026,694	
DC Facility Funding	-	488,400	621,600	1,254,300	1,642,800	1,953,600	
DC Facility Utilization		114%	92%	152%	120%	104%	Goal: 100%
Total Income	252,000	2,392,952	3,083,434	6,002,906	8,115,096	9,986,778	
Total Income Utilization		23%	19%	32%	24%	20%	Goal: 20%

END

Office Expenses, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled:

TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
Staff	-	16	19	37	47	56		
New Staff	-	16	3	18	10	9		
LINE 56: Office Supplies and Materials								
Office supplies - FO	-	7,500	5,000	5,150	5,305	5,464		
Supplies / Stf		200	206	212	219	225		Incr by Inflation
Office supplies	-	3,100	3,811	7,745	10,182	12,493		
Donated materials & supplies	-	-	-	-	-	-		
TOTAL: Line 56	-	10,600	8,811	12,895	15,467	17,957		56. Office Supplies and Materials
LINE 57: Office Furnishings and Equipment								
Furniture / new Stf		1,000	1,030	1,061	1,093	1,126		Incr by Inflation
Office furn. & equip [CAPEX]		15,500	3,090	19,096	10,927	10,130		
Computer / Stf		1,000	1,030	1,061	1,093	1,126		Incr by Inflation
New Staff, less new T, TA		9	-	6	2	2		
Office computers [CAPEX]		9,000	-	6,365	2,185	2,251		
Network and Phone Setup		50,000			4,371	4,502		Estimate of 1-time cost
TOTAL: Line 57	-	74,500	3,090	25,462	17,484	16,883		57. Office Furnishings and Equipment
LINE 58: Office Equipment Rental and Maintenance								
Copier lease & maint/ Mth		800	800	800	800	800		Incr by Inflation
Number of Copiers		1	2	4	5	6		125 Stu per copier
Equipment rent & maintenance		13,517	17,203	34,714	45,466	54,067		
TOTAL: Line 58	-	13,517	17,203	34,714	45,466	54,067		58. Office Equipment Rental and Maintenance
LINE 59: Telephone/Telecommunications								
Telecom / Month		1,000	1,030	1,061	1,093	1,126		Incr by Inflation
Telephone & telecommunicati	500	12,000	12,360	12,731	13,113	13,506		
Staff with mobile phones		5	5	5	5	5		
Mobile plan / Month		90	93	95	98	101		Incr by Inflation
Mobile phones		5,400	5,562	5,729	5,901	6,078		
TOTAL: Line 59	500	17,400	17,922	18,460	19,013	19,584		59. Telephone/Telecommunications
LINE 60: Legal, Accounting and Payroll Services								
Legal fees	15,000	15,450	20,254	42,095	56,787	69,556		Incr by students, Inflation
Accounting	18,500	60,000	61,800	63,654	65,564	67,531		Incr by Inflation
Auditing		6,000	20,000	20,600	21,218	21,855		Incr by Inflation
Payroll: /staff		125	129	133	137	141		
Payroll		1,938	2,382	4,840	6,351	7,808		Incr by students, inflation
TOTAL: Line 60	33,500	81,450	102,054	126,349	143,569	158,942		60. Legal, Accounting and Payroll Services
LINE 61: Printing and Copying								
Printing & duplication	4,000	6,000	7,865	16,348	22,053	27,012		Incr by students, inflation

Office Expenses, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled:

TRUE

TOTAL: Line 61	4,000	6,000	7,865	16,348	22,053	27,012	61. Printing and Copying
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LINE 62: Postage and Shipping

Postage, shipping, delivery	500	4,000	5,244	10,898	14,702	18,008	Incr by students, inflation
TOTAL: Line 62	500	4,000	5,244	10,898	14,702	18,008	62. Postage and Shipping

LINE 63: Other

Computer support fees	25,000	32,773	68,115	91,888	112,551		
TOTAL: Line 63	-	25,000	32,773	68,115	91,888	112,551	63. Other

LINE 75: CONTINGENCY (Multiple)

Expenses on this worksheet	38,500	234,404	197,343	318,079	375,993	432,811	
Contingency provisions	1,925	11,720	9,867	15,904	18,800	21,641	5%

END

General Expenses, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Description	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	Calc	Comment
LINE 68: Insurance								
Business Insurance	1,500	15,000	19,664	40,869	55,133	67,531	Incr by students, inflation	
TOTAL: Line 64	1,500	15,000	19,664	40,869	55,133	67,531	68. Insurance	
LINE 70: Transportation								
Travel: / staff	-	-	-	-	-	-	Incr by Inflation	
Staff travel (non-developmen	-	-	-	-	-	-		
Trip cost / stu	50	52	53	55	56		Incr by Inflation	
Trips / stu	2	2	2	2	2			
Student travel / field trips	17,600	23,072	47,953	64,689	79,236		Incr by students, inflation	
TOTAL: Line 70	-	17,600	23,072	47,953	64,689	79,236	70. Transportation	
LINE 71: Food Service								
Cost/Lunch	2.35	2.42	2.49	2.57	2.64		Incr by Inflation	
Annual lunch count	19,008	24,192	48,816	63,936	76,032			
Total - Annual lunch	44,669	58,557	121,704	164,182	201,101			
Cost/breakfast	1.25	1.29	1.33	1.37	1.41		Incr by Inflation	
Annual breakfast count	7,920	10,080	20,340	26,640	31,680			
Total - Annual breakfast	9,900	12,978	26,973	36,388	44,570			
Food service fees	-	54,569	71,535	148,677	200,570	245,671	Incr by students, inflation	
TOTAL: Line 71	-	54,569	71,535	148,677	200,570	245,671	71. Food Service	
LINE 72: Administration Fee (to PCSB)								
Authorizer fees	9,820	13,441	28,118	38,069	46,905		0.50% DC Funding	
TOTAL: Line 72	-	9,820	13,441	28,118	38,069	46,905	72. Administration Fee (to P	
LINE 73: EMO Fee or Transfer								
Management fees	-	-	-	-	-	-		
TOTAL: Line 73	-	-	-	-	-	-	73. EMO Fee or Transfer	
LINE 74: Other General Expense								
Public Relations Fees	55,000	-	-	-	-	-	NEW v1.6	
Other professional fees	-	-	-	-	-	-		
Donated services	-	-	-	-	-	-		
Fees and licenses	-	-	-	-	-	-		
Loss/theft of asset	-	-	-	-	-	-		
Bad debts, pledges	-	-	-	-	-	-		

General Expenses, v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

Reconciled: TRUE

Cash over/short	-	-	-	-	-	-	-
Depreciation expense	-	-	-	-	-	-	-
Other expenses	-	-	-	-	-	-	-
TOTAL: Line 74	-	55,000	-	-	-	-	74. Other General Expense

LINE 75: CONTINGENCY (Multiple)							
Expenses on this worksheet	1,500	151,989	127,712	265,616	358,461	439,342	
Contingency provisions	75	7,599	6,386	13,281	17,923	21,967	5%
END							

Five-Year Forecast (Detailed), v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

(NOTE: This worksheet is not required for PCSB application)

INCOME	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
4 - Public Income	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
4A - Local Funding						
400 - DC Per-Pupil Funding						
4010 - Per-pupil alloc.	-	1,306,456	1,716,078	3,653,349	4,998,189	6,202,651
4020 - Per-pupil special ed funding	-	119,661	141,983	356,537	482,491	605,856
4030 - Per-pupil LEP/NEP funding	-	49,465	65,934	138,911	187,591	229,243
4040 - Per-pupil summer alloc.	-	-	142,657	220,405	302,689	389,712
4050 - Per-pupil enhancement	-	-	-	-	-	-
4060 - Per-pupil adjustment	-	-	-	-	-	-
TOTAL - 400 - DC Per-Pupil Funding	-	1,475,582	2,066,651	4,369,202	5,970,960	7,427,462
410 - DC Per-Pupil Facility Funding						
4110 - Per-pupil facility alloc.	-	488,400	621,600	1,254,300	1,642,800	1,953,600
TOTAL - 410 - DC Per-Pupil Facility Func	-	488,400	621,600	1,254,300	1,642,800	1,953,600
420 - DC Per-pupil Deferred Funding						
4210 - Per-pupil deferred	-	-	-	-	-	-
TOTAL - 420 - DC Per-pupil Deferred Fur	-	-	-	-	-	-
TOTAL - 4A - Local Funding	-	1,963,982	2,688,251	5,623,502	7,613,760	9,381,062
4B - Federal Funding						
450 - Federal Entitlements						
4510 - Title I (disadvantaged)	-	39,228	50,375	102,517	135,356	162,188
4520 - Title IIa (teachers & principals)	-	27,192	35,646	74,087	99,945	122,419
4530 - Title IIc (technology)	-	3,910	5,126	10,654	14,372	17,604
4540 - Title III (LEP/NEP)	-	-	-	-	-	-
4550 - Title IV (safety)	-	2,908	3,812	7,922	10,687	13,091
4560 - Title Va (innovation)	-	4,363	5,720	11,888	16,038	19,644
4570 - Title Vb (charter startup)	120,000	200,000	200,000	-	-	-
4580 - Supplemental funding	-	-	-	-	-	-
TOTAL - 450 - Federal Entitlements	120,000	277,601	300,679	207,069	276,399	334,947
460 - Federal Competitive Grants						
4610 - 21st century cdc	-	-	-	-	-	-
4620 - Comprehensive school reform	-	-	-	-	-	-
4630 - Educational technology	-	-	-	-	-	-
4640 - IDEA VI-B Handicapped	-	-	-	-	-	-
4650 - Learn and Serve America	-	-	-	-	-	-
4690 - Other competitive fed grants	-	-	-	-	-	-
TOTAL - 460 - Federal Competitive Grants	-	-	-	-	-	-
470 - Federal Programs						
4710 - National Food Program	-	16,858	21,807	44,714	59,499	71,872
4720 - E-Rate program discounts/reimb	-	-	-	-	-	-
TOTAL - 470 - Federal Programs	-	16,858	21,807	44,714	59,499	71,872
480 - Fed deferred funding						
4810 - Fed deferred	-	-	-	-	-	-
TOTAL - 480 - Fed deferred funding	-	-	-	-	-	-
TOTAL - 4B - Federal Funding	120,000	294,460	322,486	251,783	335,898	406,819
TOTAL - 4 - Public Income	120,000	2,258,442	3,010,737	5,875,285	7,949,658	9,787,881
5 - Private Income						
SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12	
5A - Private Grants						
510 - Grants						

Five-Year Forecast (Detailed), v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

(NOTE: This worksheet is not required for PCSB application)

5110 · Individuals grants	-	-	-	-	-	-
5120 · Corporate/business grants	-	-	-	-	-	-
5130 · Foundation/trust grants	-	12,500	-	-	-	-
TOTAL - 510 · Grants	-	12,500	-	-	-	-
520 · Assets Released fr Restriction						
5210 · Use restriction satisfied	-	-	-	-	-	-
5220 · Time restriction satisfied	-	-	-	-	-	-
5230 · Asset restriction satisfied	-	-	-	-	-	-
TOTAL - 520 · Assets Released fr Restrict	-	-	-	-	-	-
TOTAL - 5A · Private Grants	-	12,500	-	-	-	-
5B · Private Contributions						
530 · Contributions						
5310 · Individual contribution	132,000	62,000	-	-	-	-
5320 · Corporate contribution	-	-	-	-	-	-
5330 · Foundation contribution	-	-	-	-	-	-
5340 · Special event contribution	-	-	-	-	-	-
TOTAL - 530 · Contributions	132,000	62,000	-	-	-	-
TOTAL - 5B · Private Contributions	132,000	62,000	-	-	-	-
TOTAL - 5 · Private Income	132,000	74,500	-	-	-	-
6 · Additional Income	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
6A · Activity fees and sales						
610 · Activity Fees						
6110 · Supplemental program fees	-	-	-	-	-	-
6120 · Field trip fees	-	-	-	-	-	-
TOTAL - 610 · Activity Fees	-	-	-	-	-	-
620 · School Sales						
6210 · Paid meals sales	-	60,010	72,697	127,621	165,438	198,897
6220 · Required uniform sales	-	-	-	-	-	-
6230 · School store sales	-	-	-	-	-	-
6240 · Fundraising sales	-	-	-	-	-	-
TOTAL - 620 · School Sales	-	60,010	72,697	127,621	165,438	198,897
TOTAL - 6A · Activity fees and sales	-	60,010	72,697	127,621	165,438	198,897
6B · Business Income						
630 · Donated Services and Products						
6310 · Donated services	-	-	-	-	-	-
6320 · Donated products	-	-	-	-	-	-
6330 · Donated use of facilities	-	-	-	-	-	-
TOTAL - 630 · Donated Services and Pro	-	-	-	-	-	-
640 · Investment Income						
6410 · Interest-savings/short-term inv	-	-	-	-	-	-
6420 · Dividends & interest-securities	-	-	-	-	-	-
6430 · Gross rents revenue	-	-	-	-	-	-
6440 · Related rental cost	-	-	-	-	-	-
6450 · Other investment income	-	-	-	-	-	-
6460 · Security sales - gross	-	-	-	-	-	-
6470 · Security sales cost	-	-	-	-	-	-
6480 · Unrealized gains/losses	-	-	-	-	-	-
TOTAL - 640 · Investment Income	-	-	-	-	-	-
650 · Miscellaneous Revenue						

Five-Year Forecast (Detailed), v1.6

9/11/05

Washington Latin Public Charter School (John & Tony)

(NOTE: This worksheet is not required for PCSB application)

6510 · Other asset sales - gross	-	-	-	-	-	-
6520 · Other asset sales cost	-	-	-	-	-	-
6530 · Non-program sales	-	-	-	-	-	-
6540 · Cost of non-program sales	-	-	-	-	-	-
6550 · Advertising revenues	-	-	-	-	-	-
6560 · Affiliate revenue-other entity	-	-	-	-	-	-
6570 · Miscellaneous revenue	-	-	-	-	-	-
TOTAL - 650 · Miscellaneous Revenue	-	-	-	-	-	-
TOTAL - 6B · Business Income	-	-	-	-	-	-
TOTAL - 6 · Additional Income	-	60,010	72,697	127,621	165,438	198,897
TOTAL - INCOME	252,000	2,392,952	3,083,434	6,002,906	8,115,096	9,986,778
EXPENSES						
7 · Salary-Related Expenses	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
7A · Salaries	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
710 · Curricular Salaries						
7110 · Principal salaries	-	100,000	103,000	106,090	109,273	112,551
7120 · Other cur leadership salaries	-	85,000	87,550	90,177	92,882	95,668
7130 · Classroom teacher salaries	-	415,000	581,950	1,235,949	1,710,118	2,155,349
7140 · Specialized teacher salaries	-	-	-	-	-	-
7150 · ESL teacher salaries	-	25,000	25,750	26,523	27,318	28,138
7160 · Special Ed salaries	-	60,000	61,800	328,879	393,382	517,734
7170 · Teacher aides salaries	-	-	-	-	-	-
7180 · Summer school salaries	-	-	57,063	88,162	121,076	155,885
7190 · Other curricular salaries	-	-	-	-	-	-
TOTAL - 710 · Curricular Salaries	-	685,000	917,113	1,875,778	2,454,048	3,065,325
720 · Supplemental Svc Salaries						
7210 · Student support salaries	-	45,000	46,350	47,741	49,173	50,648
7220 · Instr staff support salaries	-	-	-	-	-	-
7230 · Front office staff salaries	-	72,500	74,675	76,915	112,005	115,365
7240 · Maintenance/custodial salaries	-	30,000	30,900	31,827	32,782	33,765
7250 · Security salaries	-	-	-	-	-	-
7260 · Food service salaries	-	22,300	22,969	23,658	24,368	25,099
7270 · Other service salaries	-	-	-	-	-	-
TOTAL - 720 · Supplemental Svc Salaries	-	169,800	174,894	180,141	218,327	224,877
730 · Supplemental Prog Salaries						
7310 · Program director salaries	-	-	-	-	-	-
7320 · Other program salaries	-	-	-	-	-	-
TOTAL - 730 · Supplemental Prog Salaries	-	-	-	-	-	-
740 · Mgmt and Dev Salaries						
7410 · Executive salaries	-	-	-	-	-	-
7420 · Business, operations salaries	-	85,000	87,550	90,177	92,882	95,668
7430 · Development salaries	-	-	-	80,000	82,400	84,872
TOTAL - 740 · Mgmt and Dev Salaries	-	85,000	87,550	170,177	175,282	180,540
TOTAL - 7A · Salaries	-	939,800	1,179,557	2,226,096	2,847,657	3,470,742
7B · Benefits and Taxes						
750 · Employee Benefits						
7510 · Retirement plan contrib	-	21,146	26,540	50,088	64,073	78,093

Five-Year Forecast (Detailed), v1.6

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Washington Latin Public Charter School (John & Tony)

(NOTE: This worksheet is not required for PCSB application)

7515 · Retirement contrib (DCPSRS)	-	18,796	23,591	44,522	56,954	69,416
7520 · Health insurance	-	51,539	63,359	128,757	168,953	207,704
7530 · Life and disability insurance	-	4,278	4,406	4,539	4,675	4,815
7540 · Section 125 plan	-	-	-	-	-	-
7550 · Travel stipends	-	-	-	-	-	-
7560 · Bonuses	-	-	-	-	-	-
TOTAL - 750 · Employee Benefits	-	95,759	117,897	227,905	294,655	360,027
760 · Payroll Taxes						
7620 · Social security & medicare	-	71,895	90,237	170,298	217,848	265,515
7640 · Other local taxes	-	-	-	-	-	-
7680 · State unemployment tax	-	3,875	4,625	9,125	11,625	13,875
7690 · Workers' comp insurance	-	-	-	-	-	-
TOTAL - 760 · Payroll Taxes	-	75,770	94,862	179,423	229,473	279,390
TOTAL - 7B · Benefits and Taxes	-	171,529	212,759	407,328	524,128	639,416
7C · Additional Staff Costs						
770 · Staff Development						
7720 · Staff development (non-travel)	-	7,875	10,429	25,064	33,192	41,785
7730 · Staff development travel	-	-	-	-	-	-
TOTAL - 770 · Staff Development	-	7,875	10,429	25,064	33,192	41,785
780 · Contracted Staff						
7810 · Substitute teachers	-	88,000	115,360	239,763	323,447	396,179
7820 · Temporary contract help	-	-	-	-	-	-
7830 · Startup stipends	51,500	-	-	-	-	-
TOTAL - 780 · Contracted Staff	51,500	88,000	115,360	239,763	323,447	396,179
790 · Recruiting and Retention						
7910 · Staff recruiting	7,750	1,545	9,548	5,464	5,065	5,217
7920 · Staff background checks	1,163	1,429	2,904	3,811	4,685	4,825
7930 · Staff meals, events, & awards	-	1,550	1,906	3,872	5,081	6,247
7940 · Staff travel (non-development)	-	-	-	-	-	-
TOTAL - 790 · Recruiting and Retention	8,913	4,524	14,358	13,147	14,831	16,289
TOTAL - 7C · Additional Staff Costs	60,413	100,399	140,147	277,974	371,470	454,252
TOTAL - 7 · Salary-Related Expenses	60,413	1,211,728	1,532,462	2,911,398	3,743,254	4,564,411
8 · Occupancy Expenses						
	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
8A · Direct Occupancy Costs						
800 · Occupancy Access Costs						
8010 · Rent, parking, other occupancy	-	470,400	484,512	1,568,435	1,615,488	1,663,952
8020 · Utilities & garbage removal	-	-	-	47,053	48,465	49,919
8050 · Supplemental space	-	-	-	-	-	-
8025 · Real estate taxes	-	-	-	-	-	-
TOTAL - 800 · Occupancy Access Costs	-	470,400	484,512	1,615,488	1,663,952	1,713,871
810 · Occupancy Service Costs						
8110 · Contracted building services	-	32,928	33,916	109,790	113,084	116,477
8120 · Maintenance and repairs	-	9,408	9,690	31,369	32,310	33,279
8130 · Janitorial supplies	-	18,816	19,380	62,737	64,620	66,558
8140 · Security fees	-	-	-	-	-	-
8150 · Facility consulting fees	-	-	-	-	-	-
8160 · Leasehold improvements [CAPE]	-	-	-	-	-	-
8170 · Building reserves	-	-	-	-	-	-
TOTAL - 810 · Occupancy Service Costs	-	61,152	62,987	203,896	210,013	216,314
TOTAL - 8A · Direct Occupancy Costs	-	531,552	547,499	1,819,384	1,873,966	1,930,185
8B · Debt Service						

Five-Year Forecast (Detailed), v1.6

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Washington Latin Public Charter School (John & Tony)

(NOTE: This worksheet is not required for PCSB application)

820 · Debt Service						
8210 · Mortgage interest payments	-	-	-	-	-	-
8220 · Mortgage principal pmts [CAPEX]	-	-	-	-	-	-
TOTAL - 8B · Debt Service	-	-	-	-	-	-
TOTAL - 8 · Occupancy Expenses	-	531,552	547,499	1,819,384	1,873,966	1,930,185
9 · Additional Expenses	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
9A · Student Expenses						
910 · Student Materials						
9110 · Student supplies	-	12,000	31,261	58,642	81,081	103,125
9120 · Student equipment & materials	-	-	-	-	-	-
9130 · Student snacks (non-catered)	-	17,600	23,072	47,953	64,689	79,236
9140 · Student uniforms	-	3,520	4,614	9,591	12,938	15,847
9150 · Student assessment materials	-	13,200	17,304	35,965	48,517	59,427
9160 · Textbooks, subscription, ref	-	13,200	17,304	35,965	48,517	59,427
9170 · Library and media center materi	-	8,000	3,090	12,731	8,742	7,879
9180 · Classroom furn & equip [CAPEX]	-	48,000	18,540	76,385	52,451	47,271
9190 · Classroom computers [CAPEX]	-	-	-	-	-	-
9195 · Staff computers [CAPEX]	-	6,500	3,090	12,731	15,242	10,969
TOTAL - 910 · Student Materials	-	122,020	118,275	289,960	332,177	383,180
920 · Student Services						
9210 · Special ed fees	-	59,661	80,183	27,658	89,109	88,122
9220 · Counseling fees	-	-	-	-	-	-
9230 · Contracted instruction fees	-	-	42,797	66,121	90,807	116,914
9240 · Instructional design & eval	-	-	-	-	-	-
9250 · Food service fees	-	54,569	71,535	148,677	200,570	245,671
TOTAL - 920 · Student Services	-	114,230	194,514	242,457	380,485	450,706
930 · Student Expenses (Other)						
9310 · Student travel / field trips	-	17,600	23,072	47,953	64,689	79,236
9320 · Student recruiting	4,400	1,236	6,047	3,825	3,151	3,246
9330 · Student scholarships/stipends	-	-	-	-	-	-
9340 · Other student expenses	-	-	-	-	-	-
TOTAL - 930 · Student Expenses (Other)	4,400	18,836	29,119	51,777	67,841	82,482
TOTAL - 9A · Student Expenses	4,400	255,086	341,909	584,194	780,503	916,368
9B · Office Expenses						
940 · Office Materials						
9410 · Office supplies	-	10,600	8,811	12,895	15,467	17,957
9420 · Office equipment & materials	-	-	-	-	-	-
9460 · Equipment rent & maintenance	-	13,517	17,203	34,714	45,466	54,067
9470 · Donated materials & supplies	-	-	-	-	-	-
9480 · Office furn. & equip [CAPEX]	-	15,500	3,090	19,096	10,927	10,130
9490 · Office computers [CAPEX]	-	59,000	-	6,365	6,556	6,753
TOTAL - 940 · Office Materials	-	98,617	29,104	73,070	78,416	88,907
950 · Office Services						
9510 · Telephone & telecommunications	500	12,000	12,360	12,731	13,113	13,506
9520 · Mobile phones	-	5,400	5,562	5,729	5,901	6,078
9530 · Postage, shipping, delivery	500	4,000	5,244	10,898	14,702	18,008
9540 · Printing & duplication	4,000	6,000	7,865	16,348	22,053	27,012
9550 · Computer support fees	-	25,000	32,773	68,115	91,888	112,551
TOTAL - 950 · Office Services	5,000	52,400	63,804	113,820	147,657	177,155
TOTAL - 9B · Office Expenses	5,000	151,017	92,908	186,890	226,073	266,062
9C · Business Expenses						

Five-Year Forecast (Detailed), v1.6

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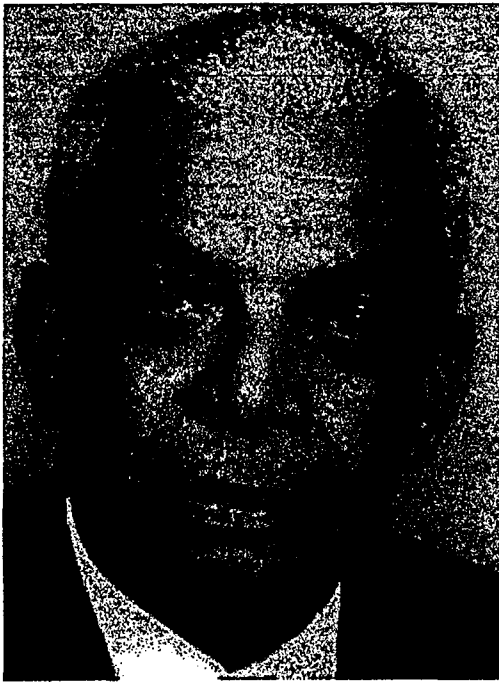
Washington Latin Public Charter School (John & Tony)

(NOTE: This worksheet is not required for PCSB application)

960 · Business Services						
9610 · Business insurance	1,500	15,000	19,664	40,869	55,133	67,531
9620 · Authorizer fees	-	9,820	13,441	28,118	38,069	46,905
9630 · Management fees	-	-	-	-	-	-
9640 · Accounting, auditing, payroll	18,500	67,938	84,182	89,094	93,133	97,193
9650 · Legal fees	15,000	15,450	20,254	42,095	56,787	69,556
9660 · Fundraising fees	-	55,000	-	-	-	-
9670 · Other professional fees	-	-	-	-	-	-
9680 · Donated services	-	-	-	-	-	-
TOTAL - 960 · Business Services	35,000	163,207	137,540	200,175	243,122	281,186
970 · Business Services						
9710 · Fees and licenses	-	-	-	-	-	-
9720 · Loss/theft of asset	-	-	-	-	-	-
9730 · Bad debts, pledges	-	-	-	-	-	-
9740 · Cash over/short	-	-	-	-	-	-
9780 · Depreciation expense	-	-	-	-	-	-
9790 · Other expenses	-	-	-	-	-	-
TOTAL - 970 · Business Services	-	-	-	-	-	-
TOTAL - 9C · Business Expenses	35,000	163,207	137,540	200,175	243,122	281,186
9D · Contingency						
990 · Contingency Reserves						
9910 · Contingency provisions	3,428	79,278	86,643	197,762	231,051	260,981
TOTAL - 990 · Contingency Reserves	3,428	79,278	86,643	197,762	231,051	260,981
TOTAL - 9D · Contingency	3,428	79,278	86,643	197,762	231,051	260,981
TOTAL - 9 · Additional Expenses	47,828	648,589	659,000	1,169,022	1,480,749	1,724,596
	108,241	2,391,869	2,738,961	5,899,804	7,097,968	8,219,192

RESUME INDEX

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- Ellen Stone Haring, Professor and Educator
- Henrietta Fowler, Educator
- Geoff Jones, Principal
- Stephen Lovett, Executive Vice President, American Forest & Paper Association
- Charles A. McNelis, Assistant Professor, Georgetown University
- Maria V. Schwieder, Marketing Assistant, The Monitor Group
- Dr. Kathleen Madigan, President, American Board for Certification of Teacher Excellence
- T. Robinson Ahlstrom, Senior Consultant, Cambridge Advisory
- Crystal Patterson, Reading Tutor, Academic Empowerment Learning Center
- John P. Coleman CPA, Member, LT Business Dynamics LLC
- A.Maureen Beabout, Latin Teacher, Advisor, Premiere Homes
- Dean Witter III, President & CEO, William D. Witter, Inc.
- Harold Buttrick, Architect and Owner, Murphy Burnham & Buttrick
- Glenn Kautt CFP, EA, President, The Monitor Group
- Steve Watson, Entrepreneur
- John S.B. Oler, Owner, JSBO Realty & Capital Inc.



Dr. A. Knighton Stanley

A. Knighton Stanley has served as Senior Minister of Peoples Congregational United Church of Christ in Washington, DC since 1968. He is a graduate of Talladega College and holds a Master's Degree from Yale University and a Doctorate from Howard University. Before coming to Washington, he served as Associate Pastor of Plymouth Congregational United Church of Christ in Detroit, Michigan.

Upon graduation from Yale University in 1962, he became Director of the Southern Christian Fellowship Foundation at North Carolina Agricultural and Technical University, and in 1964 he joined the faculty and administration of Bennett College. In both of these positions he was active in the 1963 phase of the Greensboro, North Carolina Civil Rights Movement. He served as advisor to the local chapter of the Congress of Racial Equality and was appointed to the Human Rights Commission of the City of Greensboro.

Dr. Stanley has distinguished himself in many capacities in the District of Columbia. During the Bicentennial era, he served as Executive Director of the Office of Bicentennial Programs of the Nation's Capital and Special Assistant to Walter E. Washington, then Mayor of the District of Columbia. He served as Chair of the Board of Trustees of the University of the District of Columbia. He is presently a member of the Advisory Board of Industrial Bank of Washington, and serves on the Judiciary Nominating Committee for the Superior Court and the Court of Appeals of the District of Columbia. He is the founder and General Secretary of the Petworth Assembly and a member of the Board of Directors of the National Interfaith Alliance. He is Founding President of the Faith Based Community Action Partnership, an organization that, in conjunction with the Washington Metropolitan Police Department, addresses the needs of youth.

He has served his Denomination in numerous capacities: He was a member of the Committee on Theological Education; a member of the Council for Christian Social Action; President of Ministers for Racial and Social Justice; a member of the Board of the Office of Communications. Most recently he served as a member of the New Century Hymnal Committee; a member of the Nominating Committee of the General Synod; a member of the Large Gifts Committee of the Denomination's Capital Funds Campaign; and presently serves as a consultant for the revision of the Book of Worship for the United Church of Christ. He served on the Church in Ministry Committee of the Potomac Association and as a member of the Board of Directors of the Central Atlantic Conference of the United Church of Christ.

Dr. Stanley was Chair of the Board of Ministers' Life Insurance Company, which is now a part of Minnesota Life. He was founding President of the Collaboration of African American Men and Boys, a program of the Kellogg Foundation. He is a member of the Board of Advisors of the Yale University Divinity School.

Dr. Stanley is the writer of many articles, former publisher of "The New American Missionary," and the author of **The Children is Crying**. He has traveled extensively in Asia, Africa, the Caribbean and the Middle East. He is the father of three children: Nathaniel Taylor Stanley, a graduate of Morehouse College, who lives and works in the District of Columbia; Kathryn Velma Stanley, a graduate of Spelman College and the University of Virginia School of Law, and an attorney in Atlanta, Georgia; and Taylor Marie Stanley a successful and enthusiastic tenth grade student at Holton-Arms School for Girls in Bethesda, Maryland. He is married to Andrea I. Young, an attorney who is a Vice President of the National Black Child Development Institute and author of the book, **Life Lessons My Mother Taught Me**, Putnam & Sons, 2000.

About Ellen Stone HARING...

After receiving her B.A. from Bryn Mawr College, Ellen Stone Haring earned both her M.A. and Ph.D. from Radcliffe College. She began teaching as an instructor at Wheaton College and continued her teaching career at Wellesley College where she became Chair of the Philosophy Department.

She then went on to Chair the Philosophy Department at the University of Florida in Gainesville, becoming the first woman to chair a department in the College of Arts and Sciences at the University of Florida. Dr. Haring has also served as a Visiting Professor at Fordham University.

Dr. Haring's professional awards are too numerous to list. At Bryn Mawr, she won both the Hinchman Prize Fellowship and the the European Fellowship. She was awarded the Josiah Royce Scholarship by Radcliffe. She received the Penelope McDuffie Fellowship from A.A.U.W.

In addition to her teaching duties, Dr. Haring has served as Wellesley's Director of the Medieval Studies Honors Program and Chair of the College Curriculum Revision Committee. She served as President for the Association of Realistic Philosophy and as Secretary for the Metaphysical Society of America. She has held national leadership roles in the Committee for the International Exchange of Persons (Fulbright Committee) the Council of Secretaries, American Council of Learned Societies, and the American Philosophical Association.

Dr. Haring's major areas of interest are ancient philosophy and metaphysics. Her published works include a series of three articles on Aristotle in the *Review of Metaphysics*, entitled "Substantial Form in Aristotle's *Metaphysics Z*." As a member of the D.C. Committee for Classical education, she will help shape the interdisciplinary curriculum.

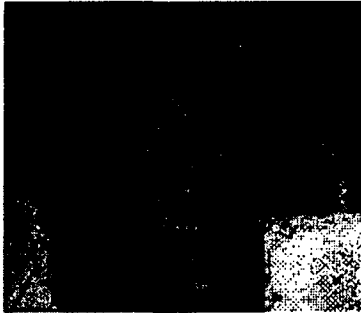
MS. HARRIETTA FOWLER

AS A TEENAGER IN LITTLE ROCK, ARKANSAS, MISS FOWLER BELIEVED THAT EDUCATING CHILDREN WAS A COMMITMENT THAT SHE HAD TO MAKE. AS A SPECIAL EDUCATION TEACHER, SHE SHARED HER KNOWLEDGE AND EXPERIENCES WITH YOUNG PEOPLE FOR MORE THAN THIRTY YEARS.

MS. FOWLER SPENT 25 YEARS IN THE TRADITIONAL PUBLIC SCHOOLS AND CHARTER SCHOOLS TEACHING EDUCATIONALLY CHALLENGED CHILDREN IN GRADES K-12, AND WAS RECOGNIZED BY PARENTS AND EDUCATORS FOR HER OUTSTANDING ACHIEVEMENTS. FOR 7 YEARS, SHE AND HER SISTER OWNED AN OPERATED A CHILD DEVELOPMENT CENTER THAT WAS NATIONALLY RECOGNIZED.

MISS FOWLER RECEIVED HER DEGREE IN EARLY CHILDHOOD AND SPECIAL EDUCATION FROM THE UNIVERSITY OF CENTRAL ARKANSAS. SHE WAS A MEMBER OF ALPHA CHI HONOR FRATERNITY, APPEARED IN WHO 谁 WHO IN AMERICAN COLLEGES AND UNIVERSITIES AND GRADUATED WITH HIGH HONORS.

SHE CURRENTLY WORKS FOR DC PARENTS FOR SCHOOL CHOICE AS A PARENT CONSULTANT. SHE CONTINUES TO WORK TIRELESSLY IN THE JOURNEY TO OBTAIN THE BEST EDUCATION POSSIBLE FOR EVERY CHILD. MS. FOWLER ALSO SERVES ON THE BOARD OF THE DC CHAPTER OF BLACK ALLIANCE FOR EDUCATIONAL OPTIONS



Geoffrey A. Jones

Geoffrey A. Jones has had a distinguished career as a leader in both public and private education. In July 2000, Mr. Jones was appointed Head of The Potomac School, an independent K-12 school located in McLean, Virginia.. In 1988, he was named the founding principal of the nationally renowned Thomas Jefferson High School for Science and Technology in Fairfax County, Virginia, where he served for twelve years. From 1983 to 1988, he was the principal of Oyster River High School in Durham, New Hampshire, and from 1975 to 1983 he served as the principal of the University of Chicago Laboratory High School, another nationally acclaimed independent school.

Mr. Jones has focused on the leadership roles of school administrators and faculty in developing and promoting new curriculum initiatives for academically talented students. Through his work in Chicago and now in Virginia, Mr. Jones has gained extensive experience in building private/public sector linkages and support for education. He has served on numerous standing and ad hoc committees focused on restructuring education and is described as a visionary leader who cares deeply about building community in the educational environment.

Mr. Jones earned his Bachelor of Science and Master of Science degrees from Indiana State University. He and his wife, Carol, have one son, Griff, and reside in McLean, Virginia.

Biographical Sketch

Stephen M. Lovett

Stephen M. Lovett brings over 30 years management experience with non-profit organizations. He is currently with the American Forest & Paper Association where he has served since 1986 as International Vice President, Forest Resources Group Vice President, and now Executive Vice President.

Mr. Lovett played a leadership role in the development of the Sustainable Forestry Initiative® program, one of the largest certification programs for sustainable forest management in the world. For many years he chaired the Industry Sector Advisory Committee and served on the Agricultural Policy Advisory Committee, both advisory committees appointed by the Secretaries of Commerce, Agriculture, and the U.S. Trade Representative.

For several years he worked with a market access firm in Beijing and was the first to conduct a comprehensive study of China's forestry sector soon after China opened in the early 1980s. He speaks Chinese and has extensive experience in the Far East.

Mr. Lovett is a native of Massachusetts and graduate of Harvard College. He served in the U.S. Navy, and was a Merrillies Fellow in poetry at Stanford University, where he received his Master of Arts degree. He has served on boards of refugee resettlement and education programs. Steve and his wife Ann Elizabeth (AE) live in the Crestwood area of Washington DC with their two young children, Skylar and Sean.

Charles A. McNelis

Department of Classics
317 Healy Hall
Georgetown University
Washington DC 20057

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(202) 687-8714

Special Interests

Latin Poetry

Hellenistic Poetry

Roman Social History

Latin Palaeography

Education

Ph.D. University of California, Los Angeles, 2000

(Classics)

M.A. University of Toronto, 1993

(Classics)

B.A. Columbia University, 1992

Employment History

Georgetown University, Assistant Professor, 2002-

Smith College, Visiting Assistant Professor, 2001-2002

University of Virginia, Lecturer, Department of Classics, 2000-2001

Publications

Books

Statius' Thebaid and the Poetics of Civil War (under review at Cambridge University Press)

Statius: Achilleid (under contract with Cambridge University Press)

Refereed Articles

"Mourning Glory: Callimachus' *Hecale* and Heroic Honors"

Materiali e discussioni 50 (2003) 155-61

"Greek Teachers and Roman Society during the Early Empire: Statius' Father and Some Contemporaries"

Classical Antiquity 21 (2002) 67-94

with R. H. Rouse, "North African Literary Activity: A Cyprian Fragment, the Stichometry Lists and a Donatist Compendium"

Revue d'histoire des textes 30 (2000) 189-238

Solicited Articles

"Middle-March: Statius' *Thebaid* 7 and the Beginning of Battle Narrative"

Forthcoming in *Midpoints in Roman Poetry*, edited by F. DiMartino and S. Kyriakidis (Bari: Levante Editori, 2004) 260-309.

"Grammarians and Rhetoricians"

Forthcoming in *A Companion to Roman Rhetoric*, edited by W. Dominik and J. Hall (Blackwell, 2005)

Recent Conference Papers and Invited Lectures

'Delphi and Roman Epic'
Stanford, February 2005

"Statius (*Silvae* 4.6) and Martial (*Epigram* 9.43 and 9.44) on Novius' Vindex' Statue of Hercules"
University of Wisconsin, February 2004

"Statius (*Silvae* 2.2), Martial (*Epigram* 6.42 and 9.75) and the Poetics of Marble"
APA Annual Meeting, January 2004

"Statius and the Gods of Epic"
Smith College, December 2003

Courses Taught at Georgetown

Greek Language

Homer's *Odyssey* (Spring 2003)
Euripides: *Hippolytus* and *Bacchae*

Latin Language

Latin I and II (2002-2003)
Ovid's *Metamorphoses* (Fall 2002)
Vergil's *Aeneid* (Fall 2003)
Latin poetry (Spring 2004)

Classical Civilization

Ancient Sports and Society (Spring 2005)
Ancient Poetic Forms (Spring 2005)
Roman Literature: Texts and Contexts (Spring 2003)
Roman Life and Living (Fall 2003)
Classical Canons (Spring 2004)
Life and Thought in Ancient Greece (Summer 2003, 2004, 2005)

Service

Professional

Member, American Philological Association Pearson Fellowship Committee (2003-5)
Chair, American Philological Association Pearson Fellowship Committee (2005-6)
Referee, *Classical Journal* (2002, 2004)
Referee, *Classical Philology* (2004)
Referee, *Classical Antiquity* (2005)

University

Executive Committee for Medieval Studies (2002-2005)
University Fellowship Committee (2004)
Convocation Committee (2003-
Academic Appeals Board (2003, 2004)
Media Board (2003-5)

**Work
Experience**

June 2002 – present

The Monitor Group
McLean, VA

Marketing Assistant

Marketing of exclusive firm image to a specialized repertoire of press contacts. Management of company website to service clients and to act as a marketing tool. Generate monthly internal newsletter; quarterly client newsletter and periodic article updates for the web. Maintenance of 'drip' marketing to achieve exclusive clientele. Managed a conversion project that digitized the entire office paper archive.

January 2004 – October 2004

National Geographic Television

Acquisitions Coordinator

Washington, DC

Assistant to the Manager of Acquisitions for the film library. Managed existing contracts for easy access for stock footage researchers and producers. Viewed acquisitions for potential contracts. Maintained a database of digital film for client viewing.

November 2003 – September 2004

Zola Restaurant

Hostess

Washington, DC

Responsible for greeting and directing guests as well as performing administrative tasks.

January 2003 – May 2003

ABC News

TV Desk Intern

Washington, DC

Interned one semester at the Washington news bureau where I directed phone calls, assisted reporters on assignment, and edited and developed an organizational three month timeline of daily war events in Iraq. Managed and formatted diversified and lengthy texts for access to producers.

May 2001 – August 2001

Explus, Inc.

Trade Show Assistant

Dulles, VA

Assisted the trade show department at a museum exhibit design firm.

July 1999 – September 2003

Nissan Pavilion

Production Runner

Manassas, VA

Served as an envoy for pavilion and tour production staffs. Responsibilities included escorting and running errands for both staffs, and assisting tour staff as a local representative.

**Awards
Received**

Dean's list for two semesters; member of Phi Eta Sigma Honor Society; National Honor Society member for three years; lettered in tennis two years at Catholic University.

Education

2000 - 2004

Catholic University

Washington, D.C.

- Bachelor of Arts in Media Studies
- Bachelor of Arts in English

Skills

Proficient with Windows and Macintosh platforms, MS office programs, Adobe, FrontPage web design; 80WPM, knowledge of proper document formatting; experience with video editing and filming equipment; Research training.

Kathleen Ann Madigan
1811 Varnum St, NW
Washington, DC 20011
202-213-1065

Professional Preparation

University of the Pacific, Doctor of Education

August 1993

Major: Special Education. Minor: Higher Education—Administration and Social Foundations

University of the Pacific, Masters of Arts

May 1980

Major: Counseling and Educational Psychology

California State University at Chico, Bachelor of Arts

May 1974

Major: Philosophy

Minor: English

Teaching Credential for Severely Handicapped (California Life)

May, 1980

Teaching Credential for Learning Handicapped (California Life)

May, 1977

Teaching Credential for Multiple Subjects K-12 (California Life)

May 1974

Appointments

American Board for Certification of Teacher Excellence, President 2002-present

Responsible for operating a multi-million dollar non-profit organization to develop and evaluate nationally recognized certification programs for prospective and veteran teachers; project director for \$40 million in grants for development and evaluation of teacher preparation program.

National Council on Teacher Quality, Executive Director 2000-2003

Responsible for establishing non profit organization that promotes teacher quality. National Council on Teacher Quality fosters innovation and experimentation with teacher quality policies. It works through four major activities: functioning as a lively information clearinghouse on teacher quality issues; fostering public understanding of teacher quality issues; assisting interested states and districts in crafting teacher-quality strategies connected to research; promoting needed research, experimentation and evaluation. Directly responsible for all business operations, working with policymakers, co-writing and distributing weekly e-mail bulletin, summarizing and contracting research reports, conference presentations, and web page updates.

California Commission on Teacher Credentialing, Reading Study Committee 2002

Participated in development and review of evaluation guidelines for university based reading coursework to determine alignment and compliance with

commission standards for multiple subject and single subject teachers in the area of reading.

Louisiana Board of Regents, Select Panel for Redesign of Teacher Education 2001-2002

Appointed by the Board Regents in conjunction with the State Department of Education and Governor Foster to develop new guidelines and evaluate new proposals from teacher preparation institutions in the State of Louisiana; served as key reviewer for special education and reading endorsement programs.

Massachusetts Education Management Audit Council 2000-present

Appointed by Governor Paul Cellucci and reappointed by Governor Mitt Romney to serve on a five-person independent oversight board to review state and district accountability systems and outcomes to determine management performance.

Advantage Schools, Inc., Vice President of Instruction and Behavior 1997-2000

Responsible for shaping and implementing the curriculum, behavior management, and staff development at 16 charter schools specializing in educating urban students (over 500 students per school) managed by Advantage Schools, Inc. during the start-up phase of the organization. Supervised principals for six schools (over 2,500 students in four states); in addition, operated as principal for four months in the Arizona school, three months in the New York school, and six weeks for the North Carolina School; created teacher training materials and designed teacher evaluation systems connected to student performance.

University of Oregon, College of Education, Assistant Dean 1993-1997

Responsible for teacher certification, graduate degree programs, and oversight of research grants for the College of Education. In 1996 the College of Education operated a budget of over 16 million (12-15 million from grants and contracts); the College was ranked in the top third of all graduate schools of education in the United States and fifth in special education by *US News and World Report*.

Learning Services Corp., Regional Vice President and Program Director 1992-1993

Supervised 35 professional and paraprofessional staff for a 24 bed post-acute rehabilitation hospital with a home-centered and supported living program. Directly responsible for business operations, marketing and sales, and clinical outcomes of clients with spinal cord and brain injury. Awarded accreditation from the Commission for the Accreditation of Rehabilitation Facilities and Joint Commission for Accreditation of Health Care Organizations.

San Diego State University, Adjunct Assistant Professor 1991-1993
Instructed graduate coursework in reading and special education.

Institute for Effective Education, Director, Curriculum and Training 1987-1992

Analyzed and designed curriculum using Applied Behavior Analysis and Direct Instruction in functional and academic areas (especially in reading and language arts) for K-12 diverse learners with learning and emotional disorders in a non-public school setting. Developed ongoing training plan for 50 staff members and directly supervised program for three- to eight- year-olds.

Modesto Psychiatric Center, Director, Adult Inpatient Program 1986-1987

Supervised 50 staff (nurses, social workers, psychologists and teachers), responsible for clinical outcomes, budget, training and marketing for a 28 bed adult unit. Developed educational and behavioral programming for adolescent inpatient program using cognitive behavioral therapies.

California State University, Stanislaus, Lecturer, Division of Education 1981-1986

Prepared and taught over 20 courses in Education and Psychology, advised over 200 undergraduates in Liberal Studies, BA degree program, directed placement and supervision of regular and special education student teachers, liaison and co-authored federal grant in teacher preparation.

Empire Elementary School, ESEA, Title I Resource Teacher, K-5 1979-1981

Trained, supervised, and evaluated six instructional aides, implemented large and small group instruction in reading and mathematics; developed and implemented parent-training classes to improve reading and student behavior; designed and supervised academic programs for over 200 students.

Mark Twain Jr. High, Resource Specialist 1977-1979

Created model program for over 92 students with learning disabilities in grades 7 & 8; field test teacher for research on Corrective Reading Program (SRA), responsible for identifying student errors, recommending curriculum revisions and pedagogical changes in remedial reading program for young adults.

Calaveras Unified School District, teacher grades 6-12 1976-1977

Taught multiple academic areas (especially reading and language arts) at a boys ranch to wards of the court

Buttes Country School (teacher one-room school house K-6) 1975-1976

Selected publications

Madigan, K. (2001). Buyer Beware. *Council for Basic Education*.

Finn, Jr., C. E. & Madigan, K. (2001). Removing the Barriers for Teacher Candidates. *Educational Leadership*, 58:8, 29-36.

Madigan, K., Hall, T., & Glang, A. (1997). Effective Assessment and Instructional Practices for Students with Acquired Brain Injury. In A. Glang, G. Singer, and B. Todis (Eds.), Students with Acquired Brain Injury (pps. 123-183). Baltimore: Paul Brookes Publishing Co.

Engelmann, S. & Madigan, K. (1996). Direct Instruction Peer Coaching Manual. Oregon: Engelmann and Becker, Corporation.

Madigan, K. (1994). Supervision and Professional Development: Keys to success. Eugene, Oregon: ADI publications.

Madigan, K. (1994). Direct Instruction: Instructional modules for staff development. San Diego, CA: Children's Workshop publications.

Cipani, E. & Madigan, K. (1986). Errorless learning: A review of literature for difficult to teach students." *Canadian Journal of Special Education*.

Professional Consultation Experience

Innovations in Teacher Preparation and Professional Development

From 1983 to the present, Dr. Madigan has presented at over 400 national and international professional conferences; worked with state and county agencies, school districts, and individual schools to train teachers to implement research based practices in reading and language arts, safe school strategies, research based behavior management strategies, Direct Instruction, and other empirically tested instructional practices; consulted on several NIH grants, including teaching teachers of the deaf and hard of hearing to teach reading using phonemic and morphemic strategies; and conducted workshops in supervision for principals and other leadership staff at schools throughout the United States and Canada.

Innovations in Effective Instruction

Dr. Madigan has been successful in bringing instructional applications to psychiatric and rehabilitation medicine. She has developed instructional modules for implementing cognitive behavioral approaches to inpatients with depression, created staff training modules to improve instructional practices for individuals with traumatic brain injury, and developed memory retraining programs for family members to use with patients with spinal cord and head injury. By bringing the benefits of instructional design that promotes generalization to non-classroom environments, she has had a significant impact on the role of therapists and doctors in the treatment of patients with psychiatric illnesses and individuals with traumatic brain injury.

T. Robinson Ahlstrom
3131 Connecticut Avenue, NW - Apt. 2115
Washington, DC 20008

Education:

B.A. Trinity College *Philosophy* 1973
M.A. Andover Newton Theological School *Historical Theology* 1990
Th.M. Harvard University *Puritan Literature & Thought* 1993
Ph.D. Columbia University *Philosophy (et continens)*

Career Overview:

1974 - 1993 *In twenty years of ordained Congregational ministry*, Mr. Ahlstrom served as Chaplain to the Chicago City Council and then as Senior Minister of Christ Church Lake Forest (Ill.), South Congregational Church, Amherst, Massachusetts, and New York City's historic Plymouth Church of the Pilgrims.

1993 - 1998 *Teacher, & Headmaster* After leaving parish ministry, Mr. Ahlstrom Assistant to the Headmaster and Lecturer on American Civilization at The Stony Brook School in Stony Brook, New York. There, I reorganized the Development Office, lectured widely, and taught Honors History.

After leaving Stony Brook, he became the Headmaster of the Laurel Schools in Brewster, Massachusetts. During that time, he also worked with independent schools in the areas of long-rang planing, curriculum development, student recruitment, fundraising and overall institutional advancement.

1999 - 2001 *Vice President of SUNY College at Old Westbury and President of the College Foundation.* In that capacity, Mr. Ahlstrom created a state-of-the-art development office, rewrote the by-laws of the Foundation and attracted the largest gifts in the history of the school. He also drafted a Call to Design and gathered a team of architects that created the \$350,000,000 development plan for the College.

1999 - 2001 *Founder and President of The Universal Literacy Project.* Through UNILIT, Mr. Ahlstrom worked with the World Bank and UNESCO to create an objective, cross-cultural literacy baseline, and to develop literature based learning materials for use here in the United States.

April, 2001 - June, 2003 *Headmaster of The Geneva School of Manhattan*, in which capacity Mr. Ahlstrom rewrote the school's curriculum, built the faculty, and strengthened the academic and institutional life of a K-8 Latin School on Park Avenue.

June, 2003 - July, 2004 *Dean of the School of Arts and Education at The King's College*, in which capacity Mr. Ahlstrom led a program of *Curriculum Driven Teacher Training* and worked with the Bill & Melinda Gates Foundation and the City of New York on the development of a new public Latin School.

July 2004 - Present *Senior Consultant Cambridge Advisory.* Mr. Ahlstrom is presently working with several leading Washingtonians in creating Washington Latin, the Federal City's first Classical public charter school. He is also providing personal coaching

Crystal Patterson
4028 7th St. NE #2
Washington, DC 20017
Home (202) 636-2808 Work (301) 470-1620 Cellular (202) 236-6648
Email: sashe1098@aol.com

Objective

A challenging and rewarding position as an educator, administrator, or public service provider.

Accomplishments

- Implementation of behavior intervention program at local public school.
 - Successful mainstreaming of students with behavior and learning disabilities back into general education classrooms.
-

Education

M.S., Education, GPA: 3.6, Major GPA: 3.6, 2001
George Washington University, 21st and G St. N.W. Washington, DC

B.A., Psychology, GPA: 3.0, Major GPA: 3.3, 1999
Delaware State University, Dover, DE

Member of Delta Sigma Theta Sorority Inc.
Treasurer for school Pan Hellenic Council.
Member of Women Helping Intercultural Peace.
Member of the Psychology Club.

H.S. Diploma, GPA: 3.2, 1995
Saint Elizabeth Seton High School, Bladensburg, MD

Relevant Experience and Skills

- Team Facilitation
- Public Relations
- Behavior management strategies
- Effective oral and written communication skills
- Microcomputer skills
- Internet skills

Employment History**Reading Tutor - Academic Empowerment Learning Center****2004****Capital Heights, MD**

- Coordinate, implement and, teach supplemental reading programs.
- Test students to determine current academic level.

Special Education Teacher/ School Test Coordinator- Phillips programs for Families and Children**2002-present****8920 Whiskey Bottom Rd., Laurel MD**

- Administer and analyze academic evaluations, such as the WCJIII, KTEA, and Key Math.
- Responsible for providing individual and group reading instruction.
Responsible for teaching American Literature, U.S. History, English 9, D.C History, and World Geography, and Health on an individual and group basis.
- Communicate with the Maryland State Department of Education regarding current and proper testing procedures.
- Organize and administer state -wide testing such as, the Maryland State Assessment and the Maryland High School Assessment.
- Special Education Teacher - Park View Elementary School. 2000 - 2002

3536 Warder St. N.W. Washington, DC

- Collaborated with general education teachers in order to successfully render services for learning disabled students.
- Responsible for servicing first through fifth grade students with learning and emotional disabilities.
- Established effective learning strategies for difficult learners.
- Administered and analyzed academic evaluations, such as the Slossom reading inventory, the McCall spelling test, and the Brigance.
- Conducted parent/teacher conferences and Individual Education Plan meetings.
- Organized and developed Individual Education Plans for grades 1-5.
- Aided in the selection of a new math curriculum established by the Carnegie Institute

Behavior Intervention Specialist - Park View Elementary School. 1999 - 2000**3536 Warder St., Washington, DC**

- Established a functional program for students with behavioral disorders.
- Implemented positive programs and strategies to be used in the classroom in order to manage behavior.
- Responsible for improving social and emotional skills among students.
- Responsible for the analysis, preparation, and filing of behavior intervention forms.
- Directed daily activities for the behavior intervention program.
- Developed and presented various workshops on education and behavioral disorders

Teachers aid/ Counselor - Because We Care Alternative Middle 1999 - 1999**Dover, DE**

- Mentor for students with severe behavior problems.
- One-on-One teacher and tutor for eighth grade math student

Crystal Patterson attended Delaware State University, where she acquired a bachelor's degree in Psychology. Ms. Patterson worked for the Department of Interior in Smyrna, Delaware; U.S Fish and Wildlife, where she specialized in configuring environmental education programs for local school systems. After leaving Delaware, Ms. Patterson began working for the District of Columbia Public School System as a behavior intervention specialist. During this time, Ms. Patterson attended George Washington University and attained a Master's degree in Special Education and Human Development. Ms. Patterson worked for the District of Columbia Public School System for three years and then moved on to be employed by Phillips School for Contemporary Education, where she was responsible for educational testing, state-wide testing, and reading resource. Ms. Patterson then moved on to Community Academy Public Charter School, where she now holds the position of Special Education Coordinator.

John P. Coleman, CPA
John.Coleman@LTBD.com

1121 N. Vernon St.
Arlington, VA 22201
703-969-1492

1057 West Broad Street
Suite 216
Falls Church, VA 22046

Profile Offering five years of intense state and local tax planning experience combined with six years of experience in big four public accounting. Entrepreneurial accounting firm began over eight years ago with a full concentration of time over the past year.

Education Masters of Accountancy, Taxation, December 1992, Virginia Polytechnic Institute and State University, (Virginia Tech), Blacksburg, VA,
Overall Grade Point Average 3.55/4.0

Bachelor of Science in Business, Accounting, May 1991, Virginia Tech,
Blacksburg, VA, Overall Grade Point Average 3.3/4.0

Current Experience Owner and Member, LT Business Dynamics LLC (Formerly John P Coleman CPA P.A.), Arlington, VA.

Various clientele began using tax services over eight years ago. Since then, the scope and magnitude of these services have grown tremendously primarily on a referral basis. Tax services consist of providing tax preparation and consulting services to individuals, C Corps, S Corps, LLC's, partnerships, estates and trusts. Financial services provide the combined resources of the divisions of Citigroup including investments, retirement plans, 529 plans, SEP IRA's, Roth IRA's, traditional IRA's, new mortgage precertification, refinancing, debt consolidation, insurance, long term care, money market funds and budgeting. The provision of this magnitude of services enables clientele to have a clearer picture and a written financial game plan to financial independence.

Prior Experience Manager/State Tax Planning, Gannett Co., Inc., McLean, VA.
January 1999-March 2004

In charge of the overall state tax planning strategy for the largest publishing company in the world whose ownership consists of 22 television broadcasting stations and 110 daily newspapers including USA Today. Activities of these companies produce nexus filing requirements in almost every taxing jurisdiction in the United States. Over one hundred tax planning strategies implemented in my five years have resulted in over \$300 Million in tax savings for the company.

Prior strategies included a substantial corporate reorganization in order to establish factor dilution. Other strategies included the reduction of taxable franchise base in order to reduce or eliminate tax liabilities in multiple state taxing jurisdictions. Involved in both acquisition and disposition planning in order to maximize tax efficiencies and reduce overall effective tax rate. Researched the gain on dispositions of entire operations and the various state classifications and tax positions available. Analyzed the classification of various operational income and gains as nonbusiness income or nonunitary income. Planned and sourced certain types of income such as intangible gain to only the sales denominator in all taxing jurisdictions (ie.. "nowhere sales")

Researched various credits available at the state and local level for certain types of equipment purchases, employee training, increase in employee base and

certain types of specific activities. Changed operational structure, employee head count and/or bifurcated activities amongst operational entities in order to meet credit requirements. Evaluated the establishment of new entities and/or the combination of existing entities in taxing jurisdictions in order to reduce or eliminate unemployment tax liabilities. Analyzed alternative entity structures such as limited liability companies or limited partnerships in order to reduce or eliminate state taxes and state effective rates.

Presented quarterly status of tax saving strategies to Chief Financial Officer, Treasurer, Assistant Treasurer and Financial Vice Presidents. Continued to keep apprised of current changes to state laws, proposed regulations and court rulings through readings and continuing professional education. Attended numerous Council on State Taxation (COST) conferences and seminars.

Tax Manager, Deloitte & Touche, Washington D.C.
June 1997-January 1999

My practice consisted of the oversight of approximately ten seniors/associates and the delegation of assignments from my diverse clientele. Provided preparation and review services of federal, state and international tax returns as well as income tax provisions, estimates, extensions, and projections. Additional services also included the identification, marketing and implementation of numerous tax planning strategies. Extensive exposure to consolidated C corporations, partnerships, S corporations, limited liability companies, real estate investment trusts (REIT's) and individual taxation and planning.

Additional assignments performed with partners of the Deloitte & Touche National Tax Office on issues ranging from foreign sales corporation redeterminations and tax methods to the drafting of tax opinions on stock acquisitions. Considerable amount of time spent developing macros and templates on both excel and lotus. Clientele included a wide array of lines of business including government contractors, computer software developers, television and radio broadcasters and real estate rental conglomerates both public and private. Services generated and collected over \$1 million dollars in revenue.

**Other
Related
Experience**

Tax Senior/Staff, Deloitte & Touche, Washington D.C.
January 1993-June 1997

Graduate Teaching Assistant, Department of Accounting,
Virginia Tech, Blacksburg, VA, 1991-1992 Academic Year.

Volunteer Income Tax Assistant, Beta Alpha Psi,
Virginia Tech, Blacksburg, VA, Spring 1990.

Assistant Fiscal Technician, Medical College of Virginia,
Richmond, VA, Summer 1989.

**Computer
Experience**

Major exposure to many business and tax related software including, Corptax, Corptax State Planner, Fasttax, Windows, Microsoft Excel, Microsoft Word, CCH, RIA and BNA Tax Management Portfolios.

Other Experience

1993-1999

Virginia Junior Classical League

State Certamen Coach

- prepared students from Wakefield and other schools around the state for the national competition held each summer at the NJCL convention
- coached three Novice Level teams to National Championships in '93, '96, and '97 and three Lower Level teams in '94, '98 (2nd place), and '99
- served as mythology coach for the Upper Level National Championship team

1996-2000

Virginia Senior Classical League

State Faculty Advisor

- helped coordinate events for the Virginia State college level organization
- headed both state certamina held each year
- ran academic testing for Virginia State Convention
- wrote numerous state contests in mythology, history, grammar, and reading comprehension

Languages

Latin: reading knowledge of all periods of Latin

Ancient Greek: 4 semesters of study undergraduate, Bryn Mawr graduate courses: Herodotus, Greek Tragedy, Plato and Thucydides, Hesiod, and Homer

French: completed French comprehension exam (Bryn Mawr College)

German: completed German comprehension exam (Bryn Mawr College)

References

Margaret Doyle: Head of Upper School, Wakefield School Inc.
P.O. Box 107, The Plains, VA phone #(540)253-5393

Julia Gaiser: Prof. of Latin, Bryn Mawr College
Thomas Hall, Bryn Mawr, PA 19010 e-mail: jgaiser@brynmawr.edu

Tutt Stapp-Harris: Former Head of the English Department, Wakefield School, Inc.
P.O. Box 107, The Plains, VA phone #(540)253-5393

Radcliff Edmonds: Prof. of Greek, Bryn Mawr College
Thomas Hall, Bryn Mawr, PA 19010 e-mail: redmonds@brynmawr.edu

Judith Hallett: Prof. of Classics, University of Maryland
College Park, MD e-mail: Judith_P_HALLET@umail.umd.edu

Althea Burnett: Sales Manager for Premiere Homes
2401 Research Blvd. Suite 310, Rockville, MD phone #(301)252-7988 or
(301)975-016

Susan Wood: Owner/Manager, The Cultured Pearl
Wilmington Ave, Rehoboth Beach, DE 19971 phone #(302)227-8493

Assistant camp counselor - National Youth Sports Program

1998 - 1998

Dover, DE

- Assisted with interpersonal relations with youth.
- Helped to maintain a structured and safe environment for disadvantaged youth.
- Reinforced the importance of health issues as they relate to daily life

Biological Assistant - U.S. Fish and Wildlife Service

1996 - 1998

Smyrna, DE

- Developed environmental education curriculum for grades K-12.
- Collaboration with various public and private organizations.
- Assisted with various teacher preparation workshops.

DEAN WITTER III
One Montelena Court
Woodside, CA 94062-2500

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e-mail: dwitter3@pacbell.net

EXPERIENCE: WILLIAM D. WITTER, INC. 5/03 - New York, NY

Assumed post of President and CEO at death of founder; stabilized business, renewed office lease, upgraded financial and computer systems, replaced portfolio management capacity, implemented employee equity plan, upgraded compliance capability. Found active investor who assumed CEO role (2/05); continue to serve as executive Chairman.

ANILA FUNDS 8/01 - 7/02 Palo Alto, CA

Chief Financial Officer of venture capital management company and operating partner. Worked closely in senior finance capacity with seed-stage portfolio companies.

HELLO DIRECT, INC. 4/00 - 2/01 San Jose, CA

Chief Financial Officer. Responsibilities included investor relations and public company reporting, budget, financial planning, audit management, cash and risk management, and corporate secretary duties. I also managed a minority investment in a private company, produced weekly target vs. actual performance reports and creative text for the employee population, and as a member of the officer team (of 6) managed the sale of the business.

THE BRENNER GROUP, INC. 2/99 - 3/00 Cupertino, CA

Senior financial management consultant, specializing in CFO-for-hire engagements. Areas of responsibility have included investor relations, cost reduction projects, in addition to financing and investment decisions and implementation, budgeting, audit management, reporting, corporate secretary duties.

THE CAPSTONE GROUP 7/96 - 1/99 San Jose, CA

Consultant CFO-for-hire, specializing in growth-oriented clients and early-stage companies; accounting, financing, treasury, control, administrative and HR issues. Assignments have included, in addition to advice to senior management, business plans, preferred stock financings, bank lines, equipment lease lines, accounting systems implementation and audit management, budgets, financial reporting, government grant administration, implementation of benefit plans, and insurance programs. Responsible for client development in addition.

TWI LITE INTERNATIONAL, INC. 11/94 - 3/96 Hillsborough, CA

Co-founder, CFO, and director of start-up engaged in import and distribution of wiring and electrical products. Duties included finance, corporate secretary, accounting, information technology, and human resource functions.

1113 Collindale Avenue
Mount Airy, MD 21771

Phone: 301-829-6327
*Cell: 703-309-3326
Fax: 301-946-5236
e-mail: mobe@aol.com

A. Maureen Beabout Curriculum Vitae

Education

- 2000-present Bryn Mawr College Bryn Mawr, PA
- M.A. degree conferred May, 2004
 - M.A. Thesis topic: The (De)Construction of Ovid's Corinna in *Amores I*
 - Enrollment continued in preparation of PhD qualifying exams
 - Nine courses completed in Latin
 - Six courses completed in Greek
 - Area of specialty Latin poetry
- 1999-2000 University of Maryland College Park, MD
- Two graduate courses completed in Latin (non-degree status)
- 1987-1991 George Washington University Washington, DC
- B.A. Classical Studies; conferred May, 1991
 - Magna Cum Laude Graduate
 - Gold Key Honor Society
- 1986-1988 Middlebury College Middlebury, VT
- Intended major, Classical Humanities

Work Experience

- 1999-present Premiere Homes Rockville, MD
- Sales Site Manager and Interior Design Advisor: New home builder
- 2003-2004 Bryn Mawr College Bryn Mawr, PA
- Teaching Assistant for Greek
- 1991-2000 Wakefield School The Plains, VA
- Latin Teacher and Head of Ancient Language Department
- developed and implemented Latin curriculum for levels ½ - IV
 - instructed Advanced Placement syllabus for Vergil and Latin Literature courses
 - sponsored Wakefield's Junior Classical League, making it the school's largest co-curricular activity
 - coached all levels of certamen, earning eight Virginia State Championships
 - prepared students in Latin grammar, mythology, Roman history, Roman daily life, and Latin Literature for state and national competition
- summer 2001 The Cultured Pearl Rehoboth Beach, DE
- Server: Fine dining Sushi and Thai

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EEONYX CORPORATION

9/89 – 11/94

Pinole, CA

Founder, director, CFO and principal, materials science development start-up (polymer-based technologies in industrial metal finishes and electrically conductive plastics); in addition to regular finance duties served as corporate secretary, information technology officer, and human resource officer. Continue as director.

AMDAHL CORPORATION

11/76 – 3/89

Sunnyvale, CA

Last five years, Treasurer (responsible for cash management, bank relations, tax, risk management, credit, asset management, financings, foreign exchange exposure management, long-range financing strategy). Active in customer calls and briefings and a leader and instructor in company-wide quality improvement process. Prior to that, two years as controller of U.S. Operations Division (sales and service, plus worldwide equipment scheduling and headquarters marketing and support functions), responsible for division's budgets, measurements, planning and analysis, MIS, customer contract administration, legal, and vendor finance. First five years as manager then director of (customer) leasing function in U.S. Wrote lease-purchase analysis software and software to generate cost tables for U.S. government bids.

U.S. LEASING INTERNATIONAL, INC.

9/74 – 11/76

San Francisco, CA

Wrote, refined, documented and maintained lease investment and lease-vs-purchase computer software (did the training also); structured and placed equity for large-ticket leveraged equipment lease transactions.

MATRIX LEASING INTERNATIONAL, INC.

6/73 – 9/74

San Francisco, CA

Structured and placed equity for large-ticket leveraged equipment lease transactions; maintained software therefor.

EDUCATION:

Stanford University Graduate School of Business
Master's degree in Business Administration (1973)

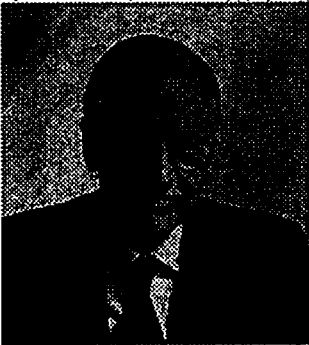
Harvard College
Bachelor of Arts degree in Applied Mathematics (1969)
Phi Beta Kappa, *magna cum laude*

MILITARY:

U.S. Army; Infantry OCS; two years' active duty; honorable discharge

INTERESTS:

Recreational mathematics; member of Mathematics Association of America, American Mathematical Society; trustee of The Dean Witter Foundation (president), Harvey & Maud Sorensen Foundation, Pacific Vascular Research Foundation, and Mounted Patrol of San Mateo County Foundation; director of 2 small businesses (privately held); avid reader, horseback rider; former AYSO soccer coach.



Harold Buttrick, FAIA

Education

Harvard University, M. Arch. 1959

Harvard University, B. A. 1953

Professional Experience

Harold Buttrick, Architect

1963-1982

Buttrick White & Burtis

1982-1998

Murphy Burnham & Buttrick

1998-present

Recent Projects

Riverside Park Volunteer House

1999, Restoration and addition to building at 107th Street

Brera Capital Partners, Commercial Offices

1998-1999, Office renovation and modernization

St. Thomas Choir School, Chapel

1998-1999, New chapel including design of altar, tabernacle and candle sticks

Trinity School, Middle School

1996-1999, Partner-in-Charge, New Middle School building and two new gyms for entire school

Convent of the Sacred Heart School

1994-1999, Restoration of building exterior and renovation of classroom areas in Upper and Middle Schools

The Harvard Club

1995-1998, Partner-in-Charge, Restoration of building exterior

Cribiore Residence, 17 Sutton Place

1995-1996, Residential construction and interior design

Battery Park City Authority

1995-1996, New Headquarters Offices

Bushnell Park, Hartford, Connecticut

1995, Bushnell Performance Stage

Central Park Conservancy

1994, Charles A. Dana Discovery Center

1993, Balplayer's Concession Stand

1991, Pulitzer Fountain Restoration

Harold Buttrick, FAIA

Harold Buttrick's work is notable in its design and in its professional execution. It has advanced the architectural profession by demonstrating that design excellence and client satisfaction are achievable through understanding client needs, careful programming plus sustained ethical, efficient and creative team leadership.

Mr. Buttrick's design philosophy stems from the Roman "Commodity, Firmness and Delight", in the phrase of Sir Henry Wooten. Mr. Buttrick himself, and in turn the firm of Murphy Burnham & Buttrick, does not believe that an overarching theory of architecture as art must govern the design process. Rather, the specific site (in both historical and geographic contexts), plus the program of clients' needs, should control the spirit and reality of the outcome. For each outcome, the spirit (the delight) should be unto itself. Each attribute of Sir Henry's phrase must have full weight and must be respected throughout the complex process of teamwork inherent in contemporary design and construction. The architect as the leader is responsible for the enforcement of such respect.

Harold Buttrick understands that his design philosophy cannot be realized without the observance of a thoroughly professional culture within his office. He is therefore demanding of high ethical and performance standards and of efficient operations. He recognizes that the proper practice of architecture involves continuous responsiveness to clients, and survives not only as an art but also as a business. Stability of personnel through lean as well as busy years must be a part of business planning. The firm has demonstrated such capability.

The professional and artistic principles described above are particularly well exemplified in three of the many Buttrick commissions: the isolated, serene African Monastery; the small Central Park refreshment stand; and the prototype Tower Records store. A greater variety of program, place and scale would be hard to find, or even imagine. The client has considered each a success. Over forty Tower Record stores, based on the prototype, have been built. Another new building in Central Park is complete and plans exist for other Park buildings. Each is *sui generis*.

Professional Practice

Harold Buttrick's buildings age well and continue to enrich their settings. Significant public projects for which Harold Buttrick was personally responsible including the following designs:

St. Thomas Choir School, New York City

Completed 1987

Harold Buttrick designed a building that fits as comfortably into the 600-year tradition of ecclesiastical scholastic architecture as it does on the pages of contemporary design journals. In the design of this building, he created an environment that would welcome and nurture the young children who study, live and sing within its walls. By combining all the facilities typically found on a residential campus, fifty students, their teachers and

Harold Buttrick, FAIA

support staff live in a single high-rise structure in midtown Manhattan. The design won a Bard Award from the City Club on New York for civic architecture and was described by Paul Goldberger of the New York Times as being "among the city's best examples of contextual architecture".

Trinity School Middle School Building

Completed 1998

After numerous studies and completing a master plan begun in 1988, it was determined that the three existing Trinity School buildings could serve well as both upper school and lower school facilities. The architectural challenge was to design a fourth building that would provide Trinity with fourteen new classrooms and serve as a middle school and an additional gymnasium. This building would also link two disparate buildings, built in 1893 and 1968. Completed in 1998, the new Middle School building designed by Harold Buttrick does just that. It brings cheerful architecture and life to the street and re-establishes Trinity School as the major architectural force on the block.

Convent of the Sacred Heart

Consulting Architect since 1984

Harold Buttrick's professional abilities are well represented in this restoration and adaptation of two landmark residences occupied by an independent school. For nearly two decades, he has worked with the school to create a master plan, restore the exterior, upgrade the academic facilities, and add a new gymnasium and a new science and computer center. Upon completion of an updated master plan, he is currently working with the School on a five-story, 15,000 square foot addition to the two existing buildings.

Iselin Center, Green Vale School, Glen Head, New York

The Iselin Center shows Harold Buttrick's interest in combining the formal expression of contemporary architecture with a respect for a traditional context. Red brick facades and white windows relate and connect the new structure to its neo-Georgian neighbors. The interior architecture nourishes the senses as it establishes a setting for adventures of the mind. Daylight, introduced through numerous skylights, animates spaces finished with cheerful colors and warm materials. The Center won the Long Island Chapter AIA award as the best academic building in 1972.

Corpus Christi Monastery, Nairobi, Kenya

Completed 1967

A decision was made to use indigenous materials and construction methods for the design of this complex for fifty Dominican nuns in Nairobi, Kenya. Except for the imported hardware and plumbing fixtures, every single material in this building was quarried, cast, milled or fabricated within three miles of the site. The building was published in a 1966 Fortune Magazine article.

Harold Buttrick, FAIA

Tower Records First Store completed 1983

In the design of over 40 stores for this national chain, Harold Buttrick created a new architectural expression using a distinctive non-traditional vocabulary. These stores have become retail and architectural landmarks with their use of neon, vibrant colors, unusual finishes and vivid acoustical environments. Their locations are spread from coast to coast, from the early freestanding store in Torrance, California completed in 1986, to the numerous stores up and down the east coast, to the store in London, England. The firm's early work for Tower Records has become the prototype for its later stores. Each store is individually designed yet each bears the stamp of Tower Records and has been widely copied throughout the retailing industry.

Rehabilitation of the Pulitzer Fountain and Grand Army Plaza, New York City

Completed 1990

The rehabilitation of New York City's most prominent urban space proved Harold Buttrick's ability to enter easily into a landscaped architectural program, further diversifying his practice. Without violating the original design concept, he was able to resolve safety issues at the crossings of Fifth Avenue between Fifty-Eight and Sixtieth Streets. Furthermore, because he was able to convince the client to replace the entire fountain in granite rather than continue repairing the inappropriate original French limestone, Harold Buttrick reversed a 70-year history of expensive cyclical repairs. The project won a Public Sector award from the New York State Preservation League.

Ballplayers Refreshment Stand, Central Park

Completed 1990

This 448 square foot structure combines eight distinct exterior material in over fifteen colors and finishes to enliven its Central Park setting. It replaces a Calvert Vaux building which burned down in 1969. The new, cheerful park building has won awards from the National AIA/Brick Institute, the New York State Association of Architects, the Preservation League of New York, and the City Club of New York.

Architecture as a Business

Harold Buttrick has been able to sustain a broad range of artistic expression because of his grasp of the business side of architecture. The respect and loyalty of his clients come as much from their appreciation of his sober and realistic approach to business matters as from their delight in his artistic achievements.

Harold Buttrick constantly reminds all of his partners and employees that architects work for the client. He keeps clients informed of all significant developments in the project, and has the courage to bear bad news directly. While insisting on scrupulous documentation, he also believes that a paper trail is only a confirmation of, and never a substitute for, direct and frequent communication with the client. "No one," he says, "likes to be surprised by a letter."

Harold Buttrick, FAIA

He treats clients with the highest degree of respect, always seeking their point of view and closely identifying with their interests and requirements. This respect for the individual client ultimately finds its artistic expression in the firm's wide range of unique designs, and its practical consequences in the active list of loyal, repeat clients, which is the foundation of Harold Buttrick's practice.

Community and Professional Activities

Harold Buttrick's combination of unimpeachable integrity with real-world abilities has served his community and his profession beyond the precincts of his office. He is particularly generous with his time to organizations that share his commitment to the accountability of the individual.

As a member of New York's Community Board 8 from 1964 to 1974, he led the Zoning and Architecture Subcommittee in its fight to preserve the Squadron A Armory, a historic but unprotected 1865 structure that the Board of Education wanted to replace with a modern school. Harold Buttrick showed the community how a new school could be inserted into the shell of the existing structure. The nascent preservationists triumphed when the BOE agreed to save major portions of the older structure along Madison Avenue, and then to design the new school in the style, colors and materials of the Armory.

Harold Buttrick has also provided his management skills as a trustee or director of several highly visible public and private organizations. He has served on the boards of the Harvard Club of New York City, the Century Association, and the New York Society Library. As president of the Goat Hill Neighborhood Association, he helped preserve a row of 19th Century townhouses that became one of the first landmark blocks in New York's Upper East Side. In addition, he has served as pro bono architect for The New York Society Library.

As a member of the New York AIA Finance Committee in 1992-94, Harold Buttrick helped to guide the Chapter through a particularly difficult period of budget balancing caused by declining membership revenues in a period of recession and the expenses caused by the relocation of the chapter headquarters. He was also a member of the design juries at the Harvard University Graduate School of Design and University of Pennsylvania Graduate School of Fine Arts. Inspired by the improvements to Central Park and Bryant Park, Mr. Buttrick is currently a board member of New Yorkers For Parks, an organization dedicated to increasing public and private funding for improvements to all the other 28,000 acres of City parks.

GLENN G. KAUTT, CFP™, EA

In the financial services industry for 24 years, Glenn is a Certified Financial Planner™ and was admitted to the Registry of Financial Planning Practitioners in 1988. He is an Enrolled Agent, licensed to practice before the Internal Revenue Service. Mr. Kautt is a President's Distinguished Scholar graduate of Purdue University and received his MBA from the Harvard Graduate School of Business. He is a member of the Financial Planning Association ("FPA") and the National Association of Enrolled Agents.



Glenn is a former Chairman of the FPA of the National Capital Area, also serving at the national level. He served on the Editorial Advisory Board of the *Journal of Financial Planning*, where four of his professional contributions on advanced planning topics have been published. He is a regular columnist for *Financial Planning* magazine, writing under the banner: "The Business Consultant." Glenn co-authored *The Invincibility Shield for Investors*, contributed to *Secrets of the Wealth Makers* by Michael F. Lane, authored *Stochastic Modeling: The New Way to Predict Your Financial Future*, and is writing a new book on transition planning for business owners.

In addition to his selection as one of the 150 Best Financial Advisers by *Medical Economics*, Mr. Kautt has been repeatedly chosen as one of *Worth Magazine's* top 250 Advisors and *Mutual Funds Magazine's* top 100 advisors. *Bloomberg Wealth Manager* has listed his firm as a top wealth management firm for the past four years. *Washingtonian* magazine named him one of the top 100 financial professionals in the Washington DC area.

His work, research and public speaking in his areas of expertise continue to lead the industry toward regular use of advanced planning techniques and tools. He has appeared as a featured speaker for the Financial Planning Association, Institute of Certified Financial Planners, and dozens of other organizations. He has spoken to thousands of professionals nationwide on financial and leadership topics. He appears on radio, and local and national television, and is regularly quoted in the *Wall Street Journal*, *Investor's Business Daily*, *Newsweek*, the *LA Times* and numerous industry publications on financial planning matters.

Prior to becoming the President and Chairman of The Monitor Group, Inc. a fee-only investment advisory firm with discretion over approximately \$350 million in McLean, Virginia, Glenn was president or principal in a number of other financial service firms. Before entering the financial planning industry, he was a strategic management consultant. During his business career, he participated directly in the startup, merger, acquisition and sale of six firms. He was also a Lieutenant in the United States Navy, a qualified Surface Warfare Officer and served in three Fleets.

**John S.B. Oler
301 East 47th Street #7A
New York, NY 10017**

Mr. Oler has over 23 years in commercial real estate business. John is an independent consultant to CRESA Partners through his own firm JSBO Realty & Capital Inc. He provides four principal services: commercial office leasing/subleasing, investment property brokerage (acquisitions or dispositions), private equity and debt raising and institutional lender/investor 'due diligence'. His clients include J.P. Morgan Chase Mortgage Capital, and Deutsche Bank Mortgage Capital. Prior to establishing his own firm, John was a Managing Director for Insignia/ESG. His clients included Clifford Chance Rogers & Wells and Warner Brothers. He was previously a Vice President in Chase Investors Real Estate Group where he managed the turnaround of certain office properties in a \$3.0 billion 25 million square foot portfolio of office, retail and industrial properties throughout the US. John began his career with Cushman & Wakefield. He has worked with Principals of CRESA Partners for nearly 10 years and is currently involved in advising one of their clients on the consolidation, financing and renovation of a UN consulate/mission headquarters in New York City.

John received both his BA in History and MA (Architecture & Urban Planning) from UCLA. Additionally, he holds accreditations from NYU Real Estate Institute, Graduate Diploma Citibank/Citigroup, Credit Training Program.

Mr. Steve Watson

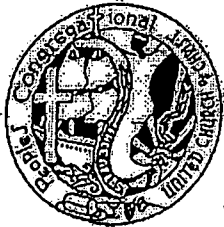
Steve left the business world in 2000 to improve the education of our country's youth. Since then, he has taught HS Math, was CFO at a private HS, and is now VP-Corporate Relations at The King's College. At King's he helped start up a new public HS in the Bronx, has taught Marketing and is managing 4 different program areas.

During his business career, Steve co-founded and worked as operating principal of companies in five countries. Five of his start-ups were successfully sold to larger companies. Steve performed all operating roles including Marketing, Finance and Operations. He has significant experience in securing financing, international marketing and business plan development. The primary industry focus of the companies has been computers. Other ventures were in television production, leisure, and biotech.

Steve received MBA and MPA degrees from Harvard and a BS in Mechanical Engineering from WPI.

STATEMENTS OF INTEREST/CORRESPONDENCE INDEX

- Dr. A. Knighton Stanley, Minister, Peoples Congregational United Church of Christ
- Charles A. McNelis, Assistant Professor, Georgetown University
- Maria V. Schwieder, Marketing Assistant, The Monitor Group
- Dr. Kathleen Madigan, President, American Board for Certification of Teacher Excellence
- T. Robinson Ahlstrom, Senior Consultant, Cambridge Advisory
- Crystal Patterson, Reading Tutor, Academic Empowerment Learning Center
- John P. Coleman CPA, Member, LT Business Dynamics LLC
- A.Maureen Beabout, Latin Teacher, Advisor, Premiere Homes
- Dean Witter III, President & CEO, William D. Witter, Inc.
- Harold Buttrick, Architect and Owner, Murphy Burnham & Buttrick
- Glenn Kautt CFP, EA, President, The Monitor Group
- John S.B. Oler, Owner, JSBO Realty & Capital Inc.
- Sarah Cunningham, Director, American Academy for Liberal Education
- Sarah Irvine Belson, Dean, American University School of Education
- Proposal to Lease Space at St Sophia Greek Orthodox Cathedral



PEOPLES CONGREGATIONAL UNITED CHURCH OF CHRIST

4704 THIRTEENTH STREET, NORTHWEST
WASHINGTON, D. C. 20011

A. KNIGHTON STANLEY, MINISTER

(202) 829-5511

Ms. Maria Schwieder
Administrator of the Washington Latin School
P. O. Box 33573
Washington, DC 20033

Dear Ms. Schwieder:

As I have indicated to T. R. Ahlstrom, I believe that the Washington Latin School is an idea whose time has come. An affordable classical education will serve the youth of the District of Columbia and their families well.

The Washington Latin School not only has my support, but the full support of Peoples Congregational United Church of Christ. We especially would like to partner with the Washington Latin School in the Arts and Humanities. We include in our membership persons of tremendous experience such as David Driskell, Distinguished Professor of Art Emeritus, the University of Maryland; Eleanor Traylor, Chair of the English Department, Howard University; and Joy Austin, Executive for the Council on the Humanities of the District of Columbia.

Indeed, the Washington Latin School is an idea whose time has come. You may count on us to assist in making it an academy of excellence.

Sincerely,

A. Knighton Stanley

A. Knighton Stanley





PEOPLES CONGREGATIONAL UNITED CHURCH OF CHRIST

4704 THIRTEENTH STREET, NORTHWEST
WASHINGTON, D. C. 20011

.. KNIGHTON STANLEY, MINISTER

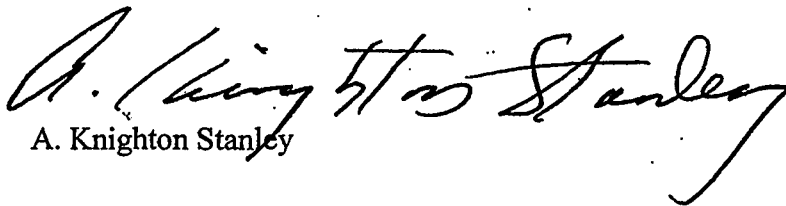
(202) 829-5511

Mr. Glen Kautt
President of the Monitor Group
1430 Spring Hill Drive
Suite 400
McLean Virginia 22102

Dear Mr. Kautt

I will be pleased to serve on the Board of Governors of Washington Latin School. I believe that this is a venture whose time has come. I am excited about being a part.

Sincerely,


A. Knighton Stanley





GEORGETOWN UNIVERSITY

Classics Department

March 22, 2005

To Whom it May Concern,

My involvement in the application for a charter for the Washington Latin School is due to the fact that I teach Classics, especially Latin, at Georgetown University. It is obvious that those in my field have an interest in seeing the academic success of such innovative programs such as the Washington Latin School, and I have been pleased to offer academic advice to the planning of the Latin curriculum. Once the charter is granted, I would be more than happy to continue to discuss academic policies with the representatives of the school.

Sincerely,

Charles McNelis
Assistant Professor

THE Monitor Group INC.
Wealth Management and Investment Advisors

1430 SPRING HILL ROAD, SUITE 400, MCLEAN, VA 22102 ■ TEL: (703) 288-0500 FAX: (703) 288-0900

March 28, 2005

Mr. T.R. Ahlstrom
The Washington Latin School
Box 33573
Washington, DC 20033

Dear T.R.,

I am interested to participate in the start up of The Washington Latin School. I have assisted in providing proofreading and compilation services to the School proposal. I will continue to work with the School on grant proposals in the future.

Sincerely,



Maria Schwieder

March 21, 2005

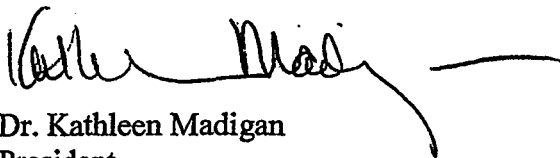
To Whom It May Concern:

The American Board for Certification of Teacher Excellence (ABCTE) is pleased to support the charter school application for the Washington Latin School. The Washington Latin School proposal details a solid plan for leadership, curriculum, parent support and the implementation of sound business practices. The plan also highlights an essential element for the success of all schools and high achievement for all students—good teachers. Recruiting and retaining good teachers are considered the key challenges facing schools today; the Washington Latin School's plan for seeking and supporting their teaching force is to be applauded. In fact, DC charter school teachers are not required to be certified. Yet, the Washington Latin School will recommend that their teachers complete the nationally recognized ABCTE certification process. Teachers who meet the American Board rigorous standards have demonstrated mastery in their subject area and have the professional knowledge to promote student achievement in the classroom.

The American Board is also pleased help the Washington Latin School recruit outstanding teachers from our cadre of current certificate holders. Many of these individuals not only have ABCTE nationally recognized certification, but have advanced degrees in key subject areas that would support the Washington Latin School's mission.

The Washington Latin School has set high standards for its faculty. These high standards are also evidenced in the achievement requirements for the students. The combination of outstanding teachers, high student expectations and solid school leadership should produce wonderful results for the students in the District.

Sincerely,



Dr. Kathleen Madigan
President

**Dr. Kathleen Madigan,
American Board for Certification of Teacher Excellence President**

Dr. Kathleen Madigan is an educator committed to providing all students with the highest quality education possible and an advocate for children with special needs. Nationally recognized as a "teacher of teachers," Dr. Madigan currently serves as President of the American Board for Certification of Teacher Excellence.

As Vice President for Instruction and Behavior at Advantage Schools, a company that specialized in charter school management and direct instruction, Madigan was responsible for shaping and implementing the curriculum, behavior management and staff development at 16 charter schools. Madigan has also been an Assistant Dean of Education at the University of Oregon where her duties included work as a liaison from the university to the state's Teacher Standards and Practice Commission as well as oversight for graduate education programs.

Dr. Madigan has been a regular and special education classroom teacher, principal, college professor, curriculum coordinator, and research project director. She is experienced in the field of neurological health care and administration. As Regional Vice President for Learning Services Corp., Madigan managed a post-acute traumatic brain injury rehabilitation center and conducted research in memory and learning. Prior to that she directed an adult psychiatric program with direct responsibility for supervision of medical and clinical staff. Regarded as an expert in effective instruction and behavior management, she has conducted over 400 workshops to improve school wide, individual teacher, and leadership practices throughout the United States and Canada.

Madigan's recent accomplishments include an appointment by Governor Paul Cellucci in Massachusetts to serve on a five person Education Management Audit Council, which operates as the independent oversight board for educational accountability in the state. She is also currently serving on the Select Panel to redesign teacher preparation programs for the Board of Regents, the State Board of Education and Governor Mike Foster of Louisiana. In addition, she serves on the technical advisory panel for the California Commission on Teacher Certification in the area of reading.

CAMBRIDGE ADVISORY

Consultants to Independent and Charter Schools

22 February 2005

To the President & Governors
The Washington Latin School
Box 33573
Washington, D. C. 20033

Dear Colleagues and Friends,

With a just a little "fear and trembling," I accept your invitation to organize a Latin school of singular quality here in the nation's capital, and to serve as its first Head Master. Henceforth, I shall devote all my energies to the accomplishment of our shared design.

With God's help, we will build a school that is worthy of the very best young scholars, yet available to all. Because, as a public school, Washington Latin has no sectarian purpose, I shall seek to establish a liberal program of learning, to gather a distinguished faculty and to recruit from every corner of the Federal City—and from far beyond—the human and material resources necessary for success.

For students, we will go out into the churches, synagogues, libraries and parks. We will contact the grammar schools. We will state our case to community organizations and tell our story through the press. Whatever it takes to find the students who will most benefit from a classical education—that we will do.

Together, with the fourteen *Public Virtues* as the central fact of our common life, we will fashion a community that treats its students as persons with a soul and a body, as well as a mind. Ever seeking what our first President called, "the smile of heaven," the school we establish will prepare generations of citizen-scholars.

Together, we can and will establish a lighthouse of public education in the United States. To this end, I am

Your obed. servt.



T. Robinson Ahlstrom, B.A., M.A., Th.M.

I, Crystal Patterson, am a native Washingtonian. I have been in the field of education for approximately seven years. I am interested in starting a charter school in the District of Columbia for several reasons. I am currently a special education teacher. I see day to day the struggles that young students living in urban areas must encounter. I believe that the educational experience should be conducive for all students to learn. I believe that all students are of worth and deserve to be educated in the best way humanly possible. I also believe that we have done our children, living in these communities, a disservice. I am interested in holistic education, that which will nurture the mind, body, and soul. Because of this, I am interested in being apart of the Washington Latin Public Charter School.

LT Business Dynamics, LLC

March 11, 2005

Mr. Tony R. Ahlstrom
Headmaster
The Washington Latin School
P.O. Box 33573
Washington, DC 20033

Dear Mr. Ahlstrom:

Public education is something both America and any free nation should have and hold dear. My educational career successfully began at Berkley Elementary School in Spotsylvania, Virginia and was successfully completed at the fine institution of Virginia Polytechnic Institute and State University. The teachers, coaches and personnel along my educational voyage helped to shape the person I am today. To this day, I hold these individuals in high esteem for their abilities as mentors and educators.

www.ltbd.com

In Office

3 Mt. Vernon Avenue
730
Spotsylvania, VA 22301

Spotsylvania Office

1 Commonwealth Avenue
C
Spotsylvania, VA 22305

Washington Office

1 N. Vernon Street
Washington, VA 22201

Unfortunately, the statistics on successful education in America have been descending over the years. I am a successful example of public education and I strive to see future generations achieve the education, mentoring and coaching that I received. As you are aware, I have dedicated a substantial amount of time to the preparation and review of the District of Columbia charter application. I have worked with Friends of Choice in Urban Schools (FOCUS) to develop a sustainable and realistic budget for the school, have met with members of the board to discuss various financial issues, have begun developing an accounting system capable of disclosing the various financial data to the diverse readership, met with prospective members of the board, educators and members of the community as well as provided support when needed on various components of the Charter application.

I am a member of the American Institute of Certified Public Accountants. I have been a Certified Public Accountant since November of 1991. I graduated in 1991 and 1992 from Virginia Polytechnic Institute and State University with a B.S. in Accounting and a Masters of Accountancy, Concentration in Tax, respectively. I previously worked six years in the District of Columbia for the "Big 4" Public accounting firm of Deloitte & Touche. I then went on to work as a tax manager for five years with Gannett Co., Inc., the world's largest publishing company with ownership of such publications as USA Today in acquisition/disposition tax planning, IRS audits, state audits and corporate reorganizations.

I am now in private practice serving businesses, not for profits and individuals alike in the areas of taxation, accounting and finance. My firm, LT Business

Dynamics continues to serve the District of Columbia, Maryland and Virginia in these areas. I have brought a very unique set of qualifications to the development of this proposal not only in the areas of finance and budgeting but also in the areas of writing and proposal development.

If the charter is granted to The Washington Latin School, I would like to continue to serve in my role as Business Manager for the School. I will work in conjunction you on future grant proposal, planning, development and implementation budgets, site selection and organizational structure. I will work to ensure fiscal responsibility for the school so that the future generations can enjoy the environment of learning that has benefited me so greatly. It has been my sincere pleasure to work with such a dynamic group of individuals thus far and I look forward to the future of The Washington Latin School.

Very truly yours,

A handwritten signature in black ink, appearing to read "John P. Coleman", with a long horizontal flourish extending to the right.

John P Coleman, CPA
Member, LT Business Dynamics LLC

A. Maureen Beabout
1113 Collindale Avenue
Mount Airy, Maryland 21771
(301) 829-6327 / (703) 309-3326
e-mail: mobe68@aol.com

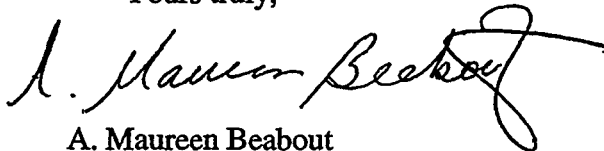
T. Robinson Alhstrom
The Washington Latin School
c/o The Monitor Group, Inc.
1430 Spring Hill Road, Suite 400
McLean, Virginia 22102

March 15, 2005

Dear Mr. Alhstrom:

Thank you for the invitation to join the Washington Latin School. Please accept this as my letter of intent to accept the professional contract extended to me for the 2006-2007 school year, consistent with the description and terms that we discussed at our meeting on Friday, March 11, 2005. I am truly excited about joining a school with a character and commitment unique to this area and am anxious to get started. I look forward to meeting with you to discuss the details of my position.

Yours truly,

A handwritten signature in cursive script, reading "A. Maureen Beabout".

A. Maureen Beabout



WILLIAM D. WITTER, INC.

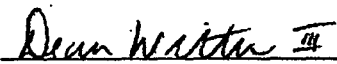
March 23, 2005

The Washington Latin School
P.O. Box 33573
Washington, DC 20033

Ladies and Gentlemen:

Please accept this letter as my indication of interest in serving on the advisory board of The Washington Latin School. Please inform me once the charter is granted and the make-up of the advisory board is decided. Thank you, and good luck!

Sincerely,



Dean Witter III, Chairman

Enclosures:

Conflict of Interest Form
Personal Background Check Consent Form
Current Résumé

23 March 2005

Mr. T. Robinson Ahlstrom
Headmaster
The Washington Latin School
Box 33573
Washington, DC 20033

Dear Mr. Ahlstrom:

We wish to express our enthusiasm for being considered as architects for the new Washington Latin School. We will assist during the application process by consulting on planning and architecture. Our role, once the Charter is granted, would be to provide architectural services associated with the pre-design, design and construction of the new facility. This would include, but is not limited to:

- Site selection
- Programming
- Conceptual Design
- Schematics
- Design Development
- Construction Documents
- Construction Administration

We will most likely engage the services of consultants for the following specialties: Landscape Architecture, Site/Civil/Geotechnical Engineering, MEP Engineering, Lighting, Acoustics, A/V Design, and Cost Control. These and/or other consultants will be determined in collaboration with the client and after further consideration of the project scope.

We believe that the culture and skills in our office fit perfectly with the needs of your institution, and know from experience that timely and careful planning, as well as cost control at an early stage, are essential to the future success of a well-conceived project. Please feel free to contact us if there are any additional questions.

Sincerely,



Harold Buttrick, FAIA

THE Monitor Group INC.
Wealth Management and Investment Advisors

1430 SPRING HILL ROAD, SUITE 400, MCLEAN, VA 22102 ■ TEL: (703) 288-0500 FAX: (703) 288-0900

February 1, 2005

T. R. Ahlstrom, Headmaster
Washington Latin School
3131 Connecticut Avenue, NW
Washington, DC

Dear Mr. Ahlstrom,

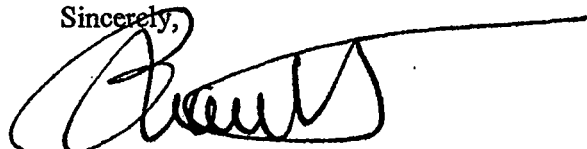
It is with pleasure I accept your invitation to serve as the founding Chairman of the Board of Governors of the Corporation of the Washington Latin School. My interest in helping children receive an education preparing them for service in the world has let me to work in this area for years.

I have served as chair of two committees responsible for fundraising for the Joe Gibbs Youth For Tomorrow Home for at-risk teenage boys and girls. This home has successfully offered full time housing and education to at-risk teens, often their last hope before being incarcerated. This successful program has helped dozens of youth complete their secondary education and re-enter society as productive citizens. Several graduates of the program have attended and graduated from college.

I have been a continuing contributor to the Washington DC Ronald McDonald Home; St Jude's Children's Hospital; and the Foundation for Financial Planning, an organization committed to increasing financial literacy across the nation. The Foundation has contributed to the Mission Economic Development Association, a community development organization based in a predominantly Spanish-speaking low to moderate income area of San Francisco and the New River Education Fund to underwrite production of the PBS television *Moneywise* series targeting African American families. In addition, the Foundation has supported the FPA National Financial Planning Support Center to support activities directed to low income individuals and families; disaster victims; individuals who have undergone credit counseling or declared bankruptcy; and military families, regular armed forces as well as reservists and members of the national guard.

I have the experience to initially lead the Washington Latin School Board. I have served as Chair and co-Chair of local and national level organizations within my profession, and have served as an officer and director of six private corporations. I am currently Chairman and President of The Monitor Group, Inc., providing professional fiduciary and financial planning services to over 200 clients, while managing over \$325,000,000. I will focus my energy on development of a permanent Board of Governors and Board of Visitors, a financially sound operating plan and the establishment of a fund for a permanent school site and facility.

Sincerely,



Glenn G. Kautt

JSBO REALTY & CAPITAL INC.

INVESTMENTS, LEASING, CAPITAL & CONSULTING

JOHN S. B. OJER
PRESIDENT

T. Robinson Ahlstrom
Headmaster
The Washington Latin School
Box 33573
Washington, D.C. 20037

March 24, 2005

Dear Mr. Ahlstrom:

It is a pleasure and distinct privilege to serve as one of the founding board members of the Washington Latin School now being formed to serve school-aged children in the District of Columbia.

My passion for education began with my own very fortunate elementary school years in New York City and continued through my secondary, college and graduate level studies. I continue to serve my first two alma maters, St. Bernard's School in Manhattan and Salisbury School in Salisbury, Connecticut, as an active alum on Old Boy committees, raising money, disseminating goodwill and working closely with senior administrators on various initiatives. I served as a Trustee of Salisbury School in the early 1990s for a 3-year term when in my role as president of the Alumni Executive Committee, I was given a seat on the Board as the Alumni Trustee. In this capacity, I also served as the alumni representative on the search committee that called the then new Headmaster.

My passion for education extends beyond my own alma maters to my role as coach of young kids (ages 5-11) on a youth hockey program in the Salisbury Youth Hockey program, one that draws from many towns in and around the town of Salisbury. I have coached teams for the past five seasons with the added pleasure of coaching my own son. I have also taught seminars to real estate attorneys of New York City in the area of commercial real estate brokerage, seminars that qualified these attorneys for Continuing Legal Education credits. Finally, I founded and continue to lead and team-teach a Bible study group, now in its eighth year in Midtown Manhattan.

My work as a commercial real estate broker and investment banker specializing in real estate advisory and transaction assignments has afforded me the opportunity represent schools in their real estate needs. Most recently, I have represented the Geneva School of Manhattan and the Martha Graham Center for Contemporary Dance.

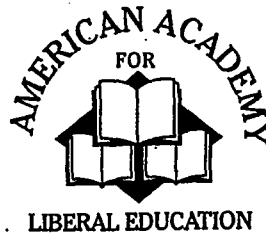
I look forward to bringing these experiences onto the board of Washington Latin as we form its board, its curriculum, its financial base and its outreach to the local community in our nation's capital.

Best regards,



DAG HAMMARSKJÖLD PLAZA PARK (AT 2ND AVENUE) 301 EAST 47TH STREET, 7TH FLOOR, NEW YORK, NY 10017

TEL. (212) 355-8212 • FAX (212) 355-8192 • EMAIL: JSBOREALTY@AOL.COM



TELEPHONE (202) 452-8611

FAX (202) 452-8620

March 14, 2005

Glenn Kautt

Dear Mr. Kautt,

The Washington Latin Charter School has come to us, prior to charter approval, to ask for guidance regarding charter school standards and accreditation. The head of school, T.R. Ahlstrom, has been involved with our organization for some years, in his position as a university Dean. He sought our counsel as he began to develop a practical plan for Washington Latin Charter School. He has already committed himself to attaining the standards outlined in our accreditation process and submitted a "pre-application" for accreditation.

I am writing to confirm that Washington Latin Charter School formally intends to attain the standards outlined in our materials. I believe that is an indicator of sound strategic planning, as the school proposal must review standards and policies in areas of governance, mission, special education, curricula, assessment, teacher quality, supplemental programs, special education, finances and facilities.

As third-party assessors, our judgment as to the quality of the school must be limited to the reports from our site visits and the conclusions of our accreditation teams. However, this school appears to be developing a sound foundation, by seeking all avenues of counsel and striving to match an accreditation standard that will challenge them much more than Regional accreditation.

Sincerely,

Sarah B. Cunningham, Ph.D.
Director

Education Assessment & Charter School Accreditation
American Academy for Liberal Education

1050 17th Street NW Suite 400

Washington D.C. 20036

202-452-8611 (phone)

202-462-8620 (fax)

scunningham@aale.org

www.aale.org



AMERICAN UNIVERSITY

W A S H I N G T O N , D C

SCHOOL OF EDUCATION

23 March 2005

TR Ahlstrom, Headmaster
Washington Latin School
Box 33573
Washington, DC 20033

Dear TR:

American University's School of Education has recently created a partnership with the District of Columbia Public and Public Charter schools that is designed to aid them in professional development. The program, Alliance for Quality Urban Education or AQUE, is funded through the U.S. Department of Education's Teacher Quality Enhancement Program and is designed to enhance the content knowledge and teaching skills of teachers in order to increase student achievement in DC schools. AQUE provides support for teachers at all levels from their first year until they are experienced and seasoned professionals. This support is in the form of:

- Summer content courses,
- New Teacher Induction Programs
- Initial licensure programs,
- Mentor teacher training and support,
- PRAXIS III preparation, and
- National Board for Professional Teaching Standards Certification preparation.

When the Washington Latin School is granted a charter, their teachers will be welcome into all aspects of our Alliance for Quality Urban Education professional development programs. We look forward to the opportunity to work with the teachers and staff at the school.

Sincerely,

Sarah Irvine Belson, Dean

COLLEGE OF ARTS AND SCIENCES

4400 MASSACHUSETTS AVENUE, NW WASHINGTON, DC 20016-8030 202-885-3720 FAX: 202-885-1187



THE WASHINGTON LATIN SCHOOL

February 24, 2005

Mr. Gary Baker
Realco Project Management Services

VIA EMAIL

Dear Mr. Baker

Enclosed is The Washington Latin School proposal to lease the space located at St Sophia Greek Orthodox Cathedral in Washington D.C. 36th Street and Massachusetts Avenue NW. Tony Ahlstrom, Head Master and myself look forward to meeting you and the church members on Friday, February 24, 2005 at 4:45 to discuss the leasing arrangements. If you have any questions, please do not hesitate to call me at (703) 969-1492.

Very Truly Yours,

A handwritten signature in black ink, appearing to read "John P. Coleman", with a long, sweeping horizontal line extending to the right.

John P Coleman, CPA
Business Manager, The Washington Latin School



THE WASHINGTON LATIN SCHOOL

Proposal to Lease Space

The Washington Latin School is a new classical academy scheduled to open in the nation's capital in the fall of 2006. This highly competitive academy built on familiarity with Classical language and culture will offer special programs in (1) Rhetoric and Public Elocution, (2) Visual and Performing Arts, and (3) Ethics and Public Policy. The school will be Head Mastered by Mr. Tony R. Ahlstrom. An ordained Congregational Minister, Mr. Ahlstrom holds a B.A. in Philosophy from Trinity College, an M.A. in theology from Andover Newton Theological School, and a Th.M. in history (Puritan Literature and Thought) from Harvard University.

Mr. Ahlstrom intends to create academic "harkness" classrooms ideal for Christian education where fourteen students are seated around an oval table. The Washington Latin School will be a traditional school with two semesters, a 2 week break at Christmas and a 2 week break at Easter. The school year will begin at the end of August and end around Memorial Day. Two summer sessions may also be offered to a smaller group of students.

The Washington Latin School is currently in the application process for public charter certification. By seeking a public charter, the school hopes to become a truly diverse community of families drawn from throughout the District's historic neighborhoods.

Section I - Description of Premises

Two story partially furnished educational annex/newly constructed addition to St Sophia Greek Othodox Cathedral (Lesser) in Washington D.C. 36th Street and Massachusetts Avenue NW.

Kitchen, auditorium and two multipurpose classrooms in original building facing Garfield Street.

Total Rentable Square Feet 20,000

Parking adequate to accommodate 2 academy owned vehicles and 18 private/employee owned vehicles.

Section II - Initial Lease and Lease Terms

The lessee, the Washington Latin School intends to offer \$18/square foot for the premises detailed above. This lease will begin at the end of July 2006 and end in July 2008. Based on the 20,000 square foot specifications, this would result in an annual rental fee of \$360,000. The lease would be paid monthly in the amount of \$30,000 (Thirty Thousand Dollars.) Partial monthly leases will be prorated by the number of days leased over the number of days in the month.

Utilities for the educational annex facility will be paid by lessee during the lease period. This will include gas, electricity, water and garbage disposal.

Utilities for the original facility will be paid by lesser. This will include gas, electricity, water and garbage disposal.

Lesser will be permitted to utilize the kitchen and auditorium in the original facility and the auditorium in the educational annex throughout the year on weekends.

Lesser will also be permitted to utilize the kitchen and either auditorium twelve additional times throughout the year with a two week prior written notification to lessee.

Lesser will be permitted to use the classrooms in the educational annex each and every Sunday during the term of the lease.

There will be no proration of utilities cost to the lesser for the new educational annex or the lessee for the original facility for the use of the above property.

Section III - Services included in rent.

Lesser will provide general maintenance of machinery and equipment and miscellaneous repairs.

Section IV - Renewal Options

The initial lease will expire in July of 2008. A lease acceptance and/or renewal after this time will only be made upon agreement and acceptance of both parties.

Section V - Owner Identification

Recorded Owner Name and Address:

St Sophia Greek Othodox Cathedral
36th Street and Massachusetts Avenue NW.
Washington D.C. 20007

CONFLICT OF INTEREST FORM INDEX

- Dr. A. Knighton Stanley, Minister, Peoples Congregational United Church of Christ
- Charles A. McNelis, Assistant Professor, Georgetown University
- Maria V. Schwieder, Marketing Assistant, The Monitor Group
- Dr. Kathleen Madigan, President, American Board for Certification of Teacher Excellence
- T. Robinson Ahlstrom, Senior Consultant, Cambridge Advisory
- Crystal Patterson, Reading Tutor, Academic Empowerment Learning Center
- John P. Coleman CPA, Member, LT Business Dynamics LLC
- Dean Witter III, President & CEO, William D. Witter, Inc.
- Harold Buttrick, Architect and Owner, Murphy Burnham & Buttrick
- Glenn Kautt CFP, EA, President, The Monitor Group
- Steve Watson, Entrepreneur
- John S.B. Oler, Owner, JSBO Realty & Capital Inc.

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|---|---------------------|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <u>X</u> |
| 2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <u>X</u> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <u>X</u> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <u>X</u> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <u>X</u> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <u>X</u> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes <u>X</u> No ___ |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <u>X</u> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <u>X</u> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <u>X</u> |
| 11. Do you currently serve as a public official? | Yes ___ No <u>X</u> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <u>X</u> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <u>X</u> |

Signature <u>[Signature]</u>	Title <u>CHAIRMAN</u>
Applicant Organization <u>THE CORPORATION OF THE WASHINGTON LATIN SCHOOL</u>	Date Submitted <u>3/20/05</u>

Addendum to Conflict of Interest Form for Glenn Kautt

7. To date, I have contributed \$30,000 for the formation and support of the Washington Latin School from personal funds.

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☒ No ☐
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ☒ No ☐
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☐ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ☐ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ☐ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ☐ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ☐ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☒ No ☐
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ☐ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ☐ No ☒
11. Do you currently serve as a public official? Yes ☐ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ☐ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ☐ No ☒

Signature <i>Harold Butler</i>	Title <i>partner</i>
Applicant Organization <i>MURPHY BURNHAM & BUTTKE</i>	Date Submitted <i>March 23, 2005</i>

Attachment to Conflict of Interest Form: Harold Buttrick, FAIA

Murphy, Burnham & Buttrick LLP will propose to be architects for the new Washington Latin School. Harold Buttrick is a partial owner of Murphy, Burnham & Buttrick LLP. The firm has provided and will continue to provide assistance during the application and start up phase of the project. Once the charter is granted, the firm would like to bid on the architectural services associated with the pre-design, design and construction of the new facility.

Please refer to letter from Mr. Harold Buttrick in the correspondence section for additional information.

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No X
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes___ No X
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No X
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes X No___
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes X No___ *
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes___ No X
10. Do you currently serve as a member of the board of any public charter school? Yes___ No X
11. Do you currently serve as a public official? Yes___ No X
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No X
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No X

Signature <u>Dean Witter III</u>	Title <u>*</u>
Applicant Organization <u>*</u>	Date Submitted <u>3/24/05</u>

* I am President of Board of Trustees of The Dean Witter Foundation, which has made a grant to this charter school.

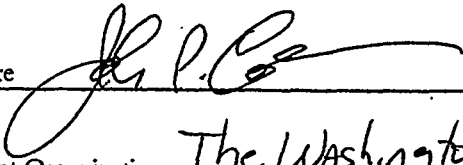
2004 Application Review Cycle Guidelines

Conflict of Interest Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☒ No ☐
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ☒ No ☐
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☐ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ☐ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ☐ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ☒ No ☐
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ☐ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☒ No ☐
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ☐ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ☐ No ☒
11. Do you currently serve as a public official? Yes ☐ No ☒
12. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ☐ No ☒

Signature 	Title CPA
Applicant Organization The Washington Latin School	Date Submitted 3/15/2005

Attachment to Conflict of Interest Form: John P Coleman

Question # 1: The Washington Latin School has contracted with the accounting and financial firm, LT Business Dynamics LLC to provide financial, accounting and other needed services performed by John Coleman CPA to the charter application process. These services have included financial management and budgeting as well as writing and proposal development. These services will continue until full time assistance is needed in the charter planning stages.

Question #2: John Coleman, CPA is currently a 33.33% owner of LT Business Dynamics LLC whose contractual arrangement is detailed in question 1 above.

Question #6: John Coleman will serve as the School's business manager once the need arises.

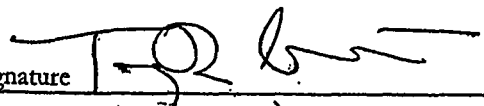
Question #8: Per the answers to Questions #1 and #2, LT Business Dynamics LLC is 33.33% owned by John Coleman CPA whose contractual relationship is described above.

Conflict of Interest Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|---|---|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 12. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Signature 	Title <u>HEAD MASTER</u>
Applicant Organization <u>THE WASHINGTON LATIN SCHOOL</u>	Date Submitted <u>15 MARCH '05</u>

Attachment to Conflict of Interest Form: Tony R Ahlstrom

Question # 1: The Washington Latin School has contracted with Cambridge Advisory to provide the services of Mr. Tony R. Alstrom to the charter application process. These services have included proposal development, School development, fundraising and Board development.

Question #2: Tony R. Ahlstrom is currently a 100% owner of Cambridge Advisory whose contractual arrangement is detailed in question 1 above.

Question #6: Tony R. Ahlstrom will serve as the School's Head Master during the planning, implementation and operation stages of the School.

Question #8: Per the answers to Questions #1 and #2, Cambridge Advisory is 100% owned by Tony R. Ahlstrom whose contractual relationship is described above.

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ☒ No___
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes___ No ☒
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes___ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ☒ No___
11. Do you currently serve as a public official? Yes___ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ☒ No___
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

Signature <i>Crystal Patterson</i>	Title
Applicant Organization <i>Washington Latin School</i>	Date Submitted <i>March 22, 2005</i>

Conflict of Interest Form

Question #6: I, Crystal Patterson, will be employed by the proposed charter school in an administrative capacity.

Question #10: Although, I do not currently serve as a member of the board of any established public charter school, I do serve on a board for a proposed charter school.

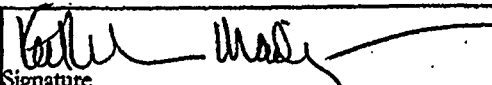
Question #12: I, Crystal Patterson, as well as my father, Felix Patterson, have both previously applied to establish a charter. We sought to establish a charter during the 2002-2003 school year.

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|---|---|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 11. Do you currently serve as a public official? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Signature 	Title <u>President</u>
Applicant Organization <u>American Board For Certification of Teacher Excellence</u>	Date Submitted <u>3/21/05</u>

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No ☒
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No ☒
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ___ No ☒
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ___ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ___ No ☒
11. Do you currently serve as a public official? Yes ___ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No ☒

Signature <i>Maria V. Schwab</i>	Title <i>Marketing Assistant</i>
Applicant Organization <i>The Monitor Group, Inc.</i>	Date Submitted <i>3/22/05</i>

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

- | | |
|---|---------------------|
| 1. Do or will you or your spouse have any contractual agreements with the proposed charter school? | Yes ___ No <u>X</u> |
| 2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? | Yes ___ No <u>X</u> |
| 3. Did or will you or your spouse lease or sell property to the proposed charter school? | Yes ___ No <u>X</u> |
| 4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? | Yes ___ No <u>X</u> |
| 5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? | Yes ___ No <u>X</u> |
| 6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? | Yes ___ No <u>X</u> |
| 7. Did you or your spouse provide any start up funds to the proposed charter school? | Yes ___ No <u>X</u> |
| 8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? | Yes ___ No <u>X</u> |
| 9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? | Yes ___ No <u>X</u> |
| 10. Do you currently serve as a member of the board of any public charter school? | Yes ___ No <u>X</u> |
| 11. Do you currently serve as a public official? | Yes ___ No <u>X</u> |
| 12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? | Yes ___ No <u>X</u> |
| 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? | Yes ___ No <u>X</u> |

Signature <u>Charles M. Miller</u>	Title <u>Assistant Professor</u>
Applicant Organization <u>Georgetown University</u>	Date Submitted <u>3.22.05</u>

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No ✓
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No ✓
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No ✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No ✓
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ___ No ✓
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ___ No ✓
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ___ No ✓
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ___ No ✓
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ___ No ✓
10. Do you currently serve as a member of the board of any public charter school? Yes ___ No ✓
11. Do you currently serve as a public official? Yes ___ No ✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No ✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No ✓

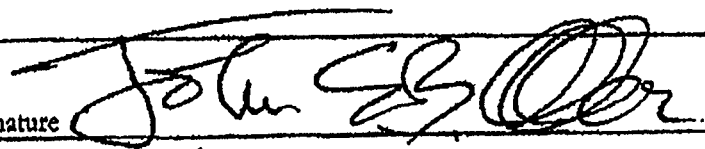
<i>D. Kington Stanley</i> Signature	Title <i>Minister</i>
Peoples Congregational United Church of Christ Applicant Organization	3/21/2005 Date Submitted

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ___ No ☒
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes ___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes ___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes ___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes ___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes ☒ No ___
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes ☒ No ___
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes ___ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes ___ No ☒
11. Do you currently serve as a public official? Yes ___ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No ☒

Signature 	Title <u>Board Member</u>
Applicant Organization <u>Washington Latin School</u>	Date Submitted <u>03/24/05</u>

The Corporation of the Washington Latin School- Statement as to Conflict of Interest Policy

The undersigned, having been appointed a director, officer or committee member (with delegated board authority) of The Corporation of the Washington Latin School, acknowledge that I have received a copy of the organization's conflicts of interest policy, have read and understand the policy and agree to comply with the terms of the policy.

Further, I understand that The Corporation of the Washington Latin School is charitable and educational and in order to maintain its federal tax exempt status it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Printed Name: JOHN E.B. OLER

Office: Governor - Director

Dated: 3/24/05


Signed: John E.B. Oler

Conflict of Interest Form

(This form must be included in the application with the resumes and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No ☒
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No ☒
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No ☒
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No ☒
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes___ No ☒
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No ☒
7. Did you or your spouse provide any start up funds to the proposed charter school? * Yes ☒ No___
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes___ No ☒
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes___ No ☒
10. Do you currently serve as a member of the board of any public charter school? Yes___ No ☒
11. Do you currently serve as a public official? Yes___ No ☒
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No ☒
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No ☒

Signature 	Title _____
Applicant Organization _____	Date Submitted 3/18/05

* I gave \$2,500 to the School

PERSONAL BACKGROUND CHECK INDEX

- **Dr. A. Knighton Stanley, Minister, Peoples Congregational United Church of Christ**
- **Mr. Thomas J. Dawson, Attorney**
- **Dr. Kathleen Madigan, President, American Board for Certification of Teacher Excellence**
- **T. Robinson Ahlstrom, Senior Consultant, Cambridge Advisory**
- **Dean Witter III, President & CEO, William D. Witter, Inc.**
- **Glenn Kautt CFP, EA, President, The Monitor Group**
- **John S.B. Oler, Owner, JSBO Realty & Capital Inc.**

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy or facsimile copy of this release shall be considered as valid as the original.

Name:

A. Knighton Stanley

Other name(s) used:

Alfred K. Stanley

Address:

7616-14th St, N.W.
Washington, D.C. 20011

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ☐ No ☒

For individuals only:

Birth date:

7/15/37

Social Security Number:

240-549030

Driver's license number and state:

D.C. 240-549030

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature:

A. Knighton Stanley

Date:

03/17/05

For organizations, name and title of authorized signatory:

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: Thomas James Dawson III

Other name(s) used: none

Address: 4857 Colorado Ave NW
Washington DC 20011

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ___ No ☒

For individuals only:

Birth date: 01-07-1967 Social Security Number: 592-16-4568

Driver's license number and state: 9601106 DC

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: Thomas James Dawson III Date: 07-28-05

For organizations, name and title of authorized signatory: _____

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees and consultants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy or facsimile copy of this release shall be considered as the original.

Name: Kathleen Madigan

Other name(s) used: _____

Address: 1811 Varnum St., NW
Washington, DC 20011

If the above address is less than two years old, previous address: _____

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ☐ No ☒

For individuals only:

Birth date: 7-6-52 Social Security Number: _____

Driver's license number and state: DC-1237452

The undersigned hereby certifies that the information contained herein is true to the best of the undersigned's knowledge.

Signature: Kathleen Madigan Date: 3/21/04

For organizations, name and title of authorized signatory: _____

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: T ROBINSON AHLSTROM

Other name(s) used: _____

Address: 3131 CONNECTICUT AVE
WASHINGTON, D.C.

If the above address is less than two years old, previous address:

1365 YORK AVENUE, NEW YORK, NY 10021 (AT 19-C)

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ___ No X

For individuals only:

Birth date: 8/24/48 Social Security Number: 378-52-3557

Driver's license number and state: T68-11-3525

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: T ROBINSON AHLSTROM Date: 15 MAR 05

For organizations, name and title of authorized signatory: _____

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

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Name: DEAN WITTER III

Other name(s) used: _____

Address: ONE MONTELENA COURT

WOODSIDE, CA 94062

If the above address is less than two years old, previous address:

3585 TRIPP ROAD, WOODSIDE, CA 94062

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ___ No X

For individuals only:

Birth date: 27 MAY 1947 Social Security Number: 067 306 762

Driver's license number and state: CALIFORNIA N2131404

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: Dean Witter III Date: 23 MAR 2005

For organizations, name and title of authorized signatory: _____

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, litigation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, schools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees, and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization. I authorize that a photocopy of facsimile copy of this release shall be considered as valid as the original.

Name: GLENN GREGORY KAUTT

Other name(s) used: NONE

Address: 8816 BROOK ROAD
MCLEAN, VA 22102

If the above address is less than two years old, previous address:

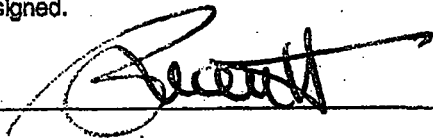
Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ☐ No ☒

For individuals only:

Birth date: 1/25/48 Social Security Number: 228-66-1885

Driver's license number and state: VA - T24-07-9214

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature:  Date: 3/24/05

For organizations, name and title of authorized signatory: _____

2005 Application Review Cycle Guidelines

Personal Background Check Consent Form

(This form must be submitted under separate cover with the application and completed by all founding and Board of Trustee members.)

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Name: JOHN SCOTT BROOKS OLER

Other name(s) used: JOHN S.B. OLER

Address: 301 EAST 47th Street, #7A
NEW YORK, NY 10017

If the above address is less than two years old, previous address:

Has the undersigned ever (1) been charged with any criminal offense (felony or misdemeanor), (2) had a civil judgment rendered against the undersigned for or been convicted of a commission of fraud, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion or receiving stolen property or (3) been debarred, suspended, proposed for debarment, or declared ineligible for the award of any government contracts? If so, please explain on a separate sheet of paper and attach to this form. Yes ___ No X

For individuals only:

Birth date: 08/29/55 Social Security Number: 098 48 4918

Driver's license number and state: NY State ID # 125 752 172
Expires 8-29-12

The undersigned hereby certifies that the information contained herein is true to the best of knowledge of the undersigned.

Signature: John S.B. Oler Date: 3/24/05

For organizations, name and title of authorized signatory: _____



THE WASHINGTON LATIN SCHOOL

Proposal to Lease Space

The Washington Latin School is a new classical academy scheduled to open in the nation's capital in the fall of 2006. This highly competitive academy built on familiarity with Classical language and culture will offer special programs in (1) Rhetoric and Public Elocution, (2) Visual and Performing Arts, and (3) Ethics and Public Policy. The school will be Head Mastered by Mr. Tony R. Ahlstrom. An ordained Congregational Minister, Mr. Ahlstrom holds a B.A. in Philosophy from Trinity College, an M.A. in theology from Andover Newton Theological School, and a Th.M. in history (Puritan Literature and Thought) from Harvard University.

Mr. Ahlstrom intends to create academic "harkness" classrooms ideal for Christian education where fourteen students are seated around an oval table. The Washington Latin School will be a traditional school with two semesters, a 2 week break at Christmas and a 2 week break at Easter. The school year will begin at the end of August and end around Memorial Day. Two summer sessions may also be offered to a smaller group of students.

The Washington Latin School is currently in the application process for public charter certification. By seeking a public charter, the school hopes to become a truly diverse community of families drawn from throughout the District's historic neighborhoods.

Section I - Description of Premises

Two story partially furnished educational annex/newly constructed addition to St Sophia Greek Orthodox Cathedral (Lesser) in Washington D.C. 36th Street and Massachusetts Avenue NW.

Kitchen, auditorium and two multipurpose classrooms in original building facing Garfield Street.

Total Rentable Square Feet 20,000

Parking adequate to accommodate 2 academy owned vehicles and 18 private/employee owned vehicles.

Section II - Initial Lease and Lease Terms

The lessee, the Washington Latin School intends to offer \$18/square foot for the premises detailed above. This lease will begin at the end of July 2006 and end in July 2008. Based on the 20,000 square foot specifications, this would result in an annual rental fee of \$360,000. The lease would be paid monthly in the amount of \$30,000 (Thirty Thousand Dollars.) Partial monthly leases will be prorated by the number of days leased over the number of days in the month.

Utilities for the educational annex facility will be paid by lessee during the lease period. This will include gas, electricity, water and garbage disposal.

Utilities for the original facility will be paid by lesser. This will include gas, electricity, water and garbage disposal.

Lesser will be permitted to utilize the kitchen and auditorium in the original facility and the auditorium in the educational annex throughout the year on weekends.

Lesser will also be permitted to utilize the kitchen and either auditorium twelve additional times throughout the year with a two week prior written notification to lessee.

Lesser will be permitted to use the classrooms in the educational annex each and every Sunday during the term of the lease.

There will be no proration of utilities cost to the lesser for the new educational annex or the lessee for the original facility for the use of the above property.

Section III - Services included in rent.

Lesser will provide general maintenance of machinery and equipment and miscellaneous repairs.

Section IV - Renewal Options

The initial lease will expire in July of 2008. A lease acceptance and/or renewal after this time will only be made upon agreement and acceptance of both parties.

Section V - Owner Identification

Recorded Owner Name and Address:

St Sophia Greek Othodox Cathedral
36th Street and Massachusetts Avenue NW.
Washington D.C. 20007

CAMBRIDGE ADVISORY

Consultants to Independent and Charter Schools

22 February 2005

To the President & Governors
The Washington Latin School
Box 33573
Washington, D. C. 20033

Dear Colleagues and Friends,

With a just a little "fear and trembling," I accept your invitation to organize a Latin school of singular quality here in the nation's capital, and to serve as its first Head Master. Henceforth, I shall devote all my energies to the accomplishment of our shared design.

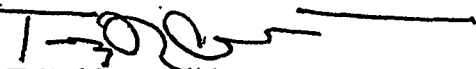
With God's help, we will build a school that is worthy of the very best young scholars, yet available to all. Because, as a public school, Washington Latin has no sectarian purpose, I shall seek to establish a liberal program of learning, to gather a distinguished faculty and to recruit from every corner of the Federal City—and from far beyond—the human and material resources necessary for success.

For students, we will go out into the churches, synagogues, libraries and parks. We will contact the grammar schools. We will state our case to community organizations and tell our story through the press. Whatever it takes to find the students who will most benefit from a classical education—that we will do.

Together, with the fourteen *Public Virtues* as the central fact of our common life, we will fashion a community that treats its students as persons with a soul and a body, as well as a mind. Ever seeking what our first President called, "the smile of heaven," the school we establish will prepare generations of citizen-scholars.

Together, we can and will establish a lighthouse of public education in the United States. To this end, I am

Your obed. servt.



T. Robinson Ahlstrom, B.A., M.A., Th.M.

LT Business Dynamics, LLC

March 11, 2005

Mr. Tony R. Ahlstrom
Headmaster
The Washington Latin School
P.O. Box 33573
Washington, DC 20033

Dear Mr. Ahlstrom:

Public education is something both America and any free nation should have and hold dear. My educational career successfully began at Berkley Elementary School in Spotsylvania, Virginia and was successfully completed at the fine institution of Virginia Polytechnic Institute and State University. The teachers, coaches and personnel along my educational voyage helped to shape the person I am today. To this day, I hold these individuals in high esteem for their abilities as mentors and educators.

www.ltbd.com

Main Office
2308 Mt. Vernon Avenue
Suite 730
Alexandria, VA 22301

Alexandria Office
3 Commonwealth Avenue
Suite C
Alexandria, VA 22305

Arlington Office
1121 N. Vernon Street
Arlington, VA 22201

Unfortunately, the statistics on successful education in America have been descending over the years. I am a successful example of public education and I strive to see future generations achieve the education, mentoring and coaching that I received. As you are aware, I have dedicated a substantial amount of time to the preparation and review of the District of Columbia charter application. I have worked with Friends of Choice in Urban Schools (FOCUS) to develop a sustainable and realistic budget for the school, have met with members of the board to discuss various financial issues, have begun developing an accounting system capable of disclosing the various financial data to the diverse readership, met with prospective members of the board, educators and members of the community as well as provided support when needed on various components of the Charter application.

I am a member of the American Institute of Certified Public Accountants. I have been a Certified Public Accountant since November of 1991. I graduated in 1991 and 1992 from Virginia Polytechnic Institute and State University with a B.S. in Accounting and a Masters of Accountancy, Concentration in Tax, respectively. I previously worked six years in the District of Columbia for the "Big 4" Public accounting firm of Deloitte & Touche. I then went on to work as a tax manager for five years with Gannett Co., Inc., the world's largest publishing company with ownership of such publications as USA Today in acquisition/disposition tax planning, IRS audits, state audits and corporate reorganizations.

I am now in private practice serving businesses, not for profits and individuals alike in the areas of taxation, accounting and finance. My firm, LT Business

Dynamics continues to serve the District of Columbia, Maryland and Virginia in these areas. I have brought a very unique set of qualifications to the development of this proposal not only in the areas of finance and budgeting but also in the areas of writing and proposal development.

If the charter is granted to The Washington Latin School, I would like to continue to serve in my role as Business Manager for the School. I will work in conjunction you on future grant proposal, planning, development and implementation budgets, site selection and organizational structure. I will work to ensure fiscal responsibility for the school so that the future generations can enjoy the environment of learning that has benefited me so greatly. It has been my sincere pleasure to work with such a dynamic group of individuals thus far and I look forward to the future of The Washington Latin School.

Very truly yours,

A handwritten signature in black ink, appearing to read "John P. Coleman", with a long horizontal flourish extending to the right.

John P Coleman, CPA
Member, LT Business Dynamics LLC

A. Maureen Beabout
1113 Collindale Avenue
Mount Airy, Maryland 21771
(301) 829-6327 / (703) 309-3326
e-mail: mobe68@aol.com

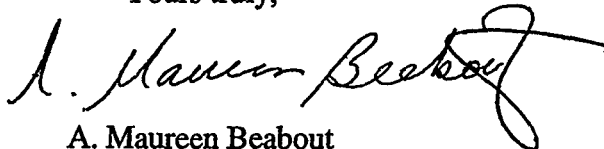
T. Robinson Alhstrom
The Washington Latin School
c/o The Monitor Group, Inc.
1430 Spring Hill Road, Suite 400
McLean, Virginia 22102

March 15, 2005

Dear Mr. Alhstrom:

Thank you for the invitation to join the Washington Latin School. Please accept this as my letter of intent to accept the professional contract extended to me for the 2006-2007 school year, consistent with the description and terms that we discussed at our meeting on Friday, March 11, 2005. I am truly excited about joining a school with a character and commitment unique to this area and am anxious to get started. I look forward to meeting with you to discuss the details of my position.

Yours truly,

A handwritten signature in cursive script, appearing to read "A. Maureen Beabout".

A. Maureen Beabout

I, Crystal Patterson, am a native Washingtonian. I have been in the field of education for approximately seven years. I am interested in starting a charter school in the District of Columbia for several reasons. I am currently a special education teacher. I see day to day the struggles that young students living in urban areas must encounter. I believe that the educational experience should be conducive for all students to learn. I believe that all students are of worth and deserve to be educated in the best way humanly possible. I also believe that we have done our children, living in these communities, a disservice. I am interested in holistic education, that which will nurture the mind, body, and soul. Because of this, I am interested in being apart of the Washington Latin Public Charter School.

TELEPHONE (202) 452-8611



FAX (202) 452-8620

March 14, 2005

Glenn Kautt

Dear Mr. Kautt,

The Washington Latin Charter School has come to us, prior to charter approval, to ask for guidance regarding charter school standards and accreditation. The head of school, T.R. Ahlstrom, has been involved with our organization for some years, in his position as a university Dean. He sought our counsel as he began to develop a practical plan for Washington Latin Charter School. He has already committed himself to attaining the standards outlined in our accreditation process and submitted a "pre-application" for accreditation.

I am writing to confirm that Washington Latin Charter School formally intends to attain the standards outlined in our materials. I believe that is an indicator of sound strategic planning, as the school proposal must review standards and policies in areas of governance, mission, special education, curricula, assessment, teacher quality, supplemental programs, special education, finances and facilities.

As third-party assessors, our judgment as to the quality of the school must be limited to the reports from our site visits and the conclusions of our accreditation teams. However, this school appears to be developing a sound foundation, by seeking all avenues of counsel and striving to match an accreditation standard that will challenge them much more than Regional accreditation.

Sincerely,

Sarah B. Cunningham, Ph.D.
Director

Education Assessment & Charter School Accreditation

American Academy for Liberal Education

1050 17th Street NW Suite 400

Washington D.C. 20036

202-452-8611 (phone)

202-462-8620 (fax)

scunningham@aale.org

www.aale.org



AMERICAN BOARD
for Certification of Teacher Excellence

March 21, 2005

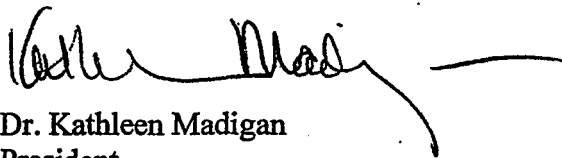
To Whom It May Concern:

The American Board for Certification of Teacher Excellence (ABCTE) is pleased to support the charter school application for the Washington Latin School. The Washington Latin School proposal details a solid plan for leadership, curriculum, parent support and the implementation of sound business practices. The plan also highlights an essential element for the success of all schools and high achievement for all students—good teachers. Recruiting and retaining good teachers are considered the key challenges facing schools today; the Washington Latin School's plan for seeking and supporting their teaching force is to be applauded. In fact, DC charter school teachers are not required to be certified. Yet, the Washington Latin School will recommend that their teachers complete the nationally recognized ABCTE certification process. Teachers who meet the American Board rigorous standards have demonstrated mastery in their subject area and have the professional knowledge to promote student achievement in the classroom.

The American Board is also pleased help the Washington Latin School recruit outstanding teachers from our cadre of current certificate holders. Many of these individuals not only have ABCTE nationally recognized certification, but have advanced degrees in key subject areas that would support the Washington Latin School's mission.

The Washington Latin School has set high standards for its faculty. These high standards are also evidenced in the achievement requirements for the students. The combination of outstanding teachers, high student expectations and solid school leadership should produce wonderful results for the students in the District.

Sincerely,



Dr. Kathleen Madigan
President



AMERICAN UNIVERSITY

W A S H I N G T O N , D C

SCHOOL OF EDUCATION

23 March 2005

TR Ahlstrom, Headmaster
Washington Latin School
Box 33573
Washington, DC 20033

Dear TR:

American University's School of Education has recently created a partnership with the District of Columbia Public and Public Charter schools that is designed to aid them in professional development. The program, Alliance for Quality Urban Education or AQUE, is funded through the U.S. Department of Education's Teacher Quality Enhancement Program and is designed to enhance the content knowledge and teaching skills of teachers in order to increase student achievement in DC schools. AQUE provides support for teachers at all levels from their first year until they are experienced and seasoned professionals. This support is in the form of:

- Summer content courses,
- New Teacher Induction Programs
- Initial licensure programs,
- Mentor teacher training and support,
- PRAXIS III preparation, and
- National Board for Professional Teaching Standards Certification preparation.

When the Washington Latin School is granted a charter, their teachers will be welcome into all aspects of our Alliance for Quality Urban Education professional development programs. We look forward to the opportunity to work with the teachers and staff at the school.

Sincerely,

Sarah Irvine Belson, Dean

COLLEGE OF ARTS AND SCIENCES

4400 MASSACHUSETTS AVENUE, NW WASHINGTON, DC 20016-8030 202-885-3720 FAX: 202-885-1187

ARGY, WILTSE & ROBINSON, P.C.

CERTIFIED PUBLIC ACCOUNTANTS & BUSINESS CONSULTANTS



March 28, 2005

Mr. John Coleman
c/o Washington Latin School
P.O. Box 33573
Washington, D.C. 20033

Dear Mr. Coleman:

Argy, Wiltse & Robinson would appreciate the opportunity to propose on performing audit and accounting work for Washington Latin School. In response to your initial questions regarding our services, please note the following:

- AWR or its subsidiary, TCBI, could assist Washington Latin School in setting up its chart of accounts, etc. to facilitate the preparation of its internal financial statements. The average hourly rate to perform such services would depend on the entity performing the work. TCBI would perform the work at an average hourly rate approximating \$100. AWR would perform the work at an average hourly rate approximating \$160.
- AWR would be happy to propose on the pre-opening audit and annual audit of Washington Latin School. We estimate a fee for performing the pre-opening audit of \$7,500 and the annual audit (based on 150-200 students) of \$10,900.

Please let me know if I can provide any additional information.

Sincerely,

Kellye Jennings
Audit Partner

MEMBER OF THE LEADING EDGE ALLIANCE

EXHIBIT B – RANDOM SELECTION PROCESS

Exhibit B—Random Selection Process

Enrollment in The Washington Latin School

The open enrollment policies of the DC Public Schools will be honored. All students who live within the District of Columbia, without regard to aptitude or achievement, ethnicity, national origin, gender, disability, language proficiency or any other factor prohibited by law shall be eligible for enrollment in the School. Families from outside the District of Columbia who pay tuition equal to the per-student allotment may also seek to enroll a student, provided all District of Columbia residents have been served.

EXHIBIT C – EXPULSION/SUSPENSION POLICIES

Exhibit C—Expulsion/Suspension Policies

Expulsion

Washington Latin will have well-defined policy of discipline, suspension and expulsion as well as a clearly delineated process for appeals. Minor and major infractions will be detailed in the Discipline Code of the Washington Latin School. These policies will not be finalized without the involvement of stakeholders including parents, administrators and Governors.

Washington Latin has identified those school-related offenses for which a student may be expelled, suspended and/or referred for counseling. School-related offenses include those occurring:

- On school grounds
- During a school sponsored activity
- On public or private transportation to or from School or a School-sponsored activity
- While walking or waiting for transportation to or from the School or a School-sponsored activity
- When serious misconduct outside the School will have an adverse effect of the maintenance of discipline in the School or reflect badly on the School's reputation

Expulsion is the permanent removal of a student from the Washington Latin School. Students expelled from the Washington Latin School may not return. A student is subject to expulsion (or suspension for some offenses) if he/she:

- Harms or attempts to harm another person with a weapon or dangerous object
- Commits assault, including sexual assault, or assault and battery on another person
- Causes physical injury to another person with malice or intention
- Endangers the physical safety of another person by the use of force or threats of force (including hazing)
- Possesses any firearm
- Possesses any knife or dangerous weapon prohibited by law
- Possesses any other dangerous object: 1st offense, suspension; 2nd offense, expulsion
- Uses any object in a dangerous or threatening manner
- Uses a mock gun or mock weapon in a dangerous or threatening manner
- Endangers the safety of others by setting a fire
- Fails to attend or consistently attend Counseling, or while attending, violates the Honor Code
- Sells, distributes, or possesses with intent to sell or distribute any prescribed or non-prescribed controlled substance

- Possesses or uses any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind
- Has been convicted of a felony or felony delinquency (or upon adjudication or admission in court of guilt)
- Violates the civil rights of others
- Engages in acts of sexual harassment
- Engages in acts of harassment related to sexual orientation
- Uses racial ethnic slurs, profanity, or obscene language in persistent and/or abusive manner
- Substantially disrupts School or classroom activity in a repeated, aggravated or flagrant manner
- Occupies any School building, School grounds, or part, depriving others of its use
- Blocks the entrance or exit of any School building, corridor, or room depriving others of lawful access or egress
- Prevents or attempts to prevent by physical act the safe functioning of a substantial part of any school
- Continuously and intentionally makes noise or otherwise seriously prevents the teaching of other students
- Makes a bomb threat or pulls/reports a false alarm
- Openly challenge the authority of the teacher in the classroom
- Repeatedly commits one or more of the offense for which expulsion or suspension may be imposed

The first step in appealing a notice of expulsion will be mediation. At a family's request, a mediation team will be empanelled which will include representation from the School Administration, The Board of Governors, the Parent's Association, and an advocate to be designated by the petitioning family. The Student's faculty advisor may or may not be included at the discretion of the Head Master.

If mediation does not produce an outcome that is satisfactory to the petitioner, that plaintiff may exercise their right to file a Legal Appeal of Last Resort within the DC Courts. The School will provide a list of agencies and pro bono legal resources for families who wish to file a civil action.

If the final determination of the case upholds the notice of expulsion, the School will invite the parents to meet with representatives of D.C. Parent Smart in order to identify the best educational alternative and to facilitate the student's transfer.

Suspension

Suspension is the exclusion of a student from all classes, from School and from School activities for a specified time. As part of the process a parent/guardian conference must occur. A student who is suspended is automatically prevented from participating in the next regularly scheduled interscholastic activity or competition in which he/she is involved and is barred from all extracurricular activities for up to two weeks. A student is subject to suspension if he/she:

- Has been charged with a felony or felony delinquency
- Uses tobacco products
- Attempts by force or threat to steal private property
- Causes damage to or steals School or private property
- Refuses to identify self on the reasonable request of staff or gives false identification
- Is persistently present in a part of the school building or grounds off limit to students
- Leaves the School building without permission
- Engages in excessive cutting of classes

EXHIBIT D – INITIAL BUDGET

The Washington Latin School
Budget Summary
March, 2006

Five-Year Forecast	SY06-07	SY07-08	SY08-09	SY09-10	SY11-12
INCOME					
Per Pupil Charter Payments	1,499,860	2,117,317	4,414,083	6,034,049	7,495,324
Per Pupil Facilities Allowance	491,040	624,960	1,261,080	1,651,680	1,964,160
Federal Entitlements	277,636	300,647	207,056	276,387	334,917
Other Government Funding/Grants	-	-	-	-	-
Private Grants and Donations	704,000	896,000	1,808,000	2,368,000	2,816,000
Activity Fees	78,991	97,286	178,117	232,737	280,323
Loans	-	-	-	-	-
Other Income	-	-	-	-	-
TOTAL INCOME	3,051,527	4,036,210	7,868,337	10,562,853	12,890,725
EXPENSES					
Personnel Salaries and Benefits	1,290,116	1,596,618	2,739,319	3,555,426	4,235,623
Direct Student Costs	127,566	291,915	565,288	670,880	819,242
Occupancy Expenses	401,600	475,296	2,626,529	2,703,525	4,782,831
Office Expenses	72,500	131,128	218,134	269,478	297,069
Business Expenses	66,121	133,532	332,077	493,412	648,963
Debt service	34,000	83,526	241,888	277,973	412,118
TOTAL EXPENSES	1,991,903	2,712,016	6,723,234	7,970,696	11,195,845
EXCESS / (DEFICIT)					
Excess / (Deficit)	1,059,624	1,324,194	1,145,102	2,592,158	1,694,880
Bank Balance	1,103,136	2,427,330	3,572,433	6,164,590	7,859,470
MAJOR ASSUMPTIONS					
Student Enrollment	176	224	452	592	704
Facility Size	20,000.00	20,000.00	120,000.00	120,000.00	120,000.00
Average Teacher Salary	47,789	48,007	46,409	47,039	48,031
Student/Teacher Ratio	18.5 to 1	19.5 to 1	19.2 to 1	18.8 to 1	18.3 to 1
COST PER STUDENT					
Student Enrollment	176	224	452	592	704
Per-Pupil Income	17,338	18,019	17,408	17,843	18,311
Per-Pupil Expenditures	11,318	12,107	14,874	13,464	15,903
Personal Salaries and Benefits	7,330	7,128	6,060	6,006	6,017
Direct Student Costs	725	1,303	1,251	1,133	1,164
Occupancy Costs	2,282	2,122	5,811	4,567	6,794

EXHIBIT E – KEY PERSONNEL

Exhibit E—Key Personnel (including Board and officers of the
School that hold key personnel position)

The Corporation of The Washington Latin School

Governors

Kevin P. Chavous, Esq., President

Mr. Chavous is a Partner at Sonnenshein, Nath & Rosenthal, LLP

Stephen M. Lovett, Chairman, Committee on Budget & Finance

Mr. Lovett is the Executive Vice-President of the American Forest & Paper Assn.
steve_lovett@afandpa.org

T. Robinson Ahlstrom, Head Master

Mr. Ahlstrom is the Founding Head Master of the School.
tr@washingtonlatin.org

John S. B. Oler, Chairman, Committee on Education & Appointments

Mr. Oler is the President of JSBO Realty & Capital in New York City.
jsborealty@aol.com

J. Scott Mayberry, Esq. Chairman, Committee on Nominations and Protocol

Mr. Maberry is a Partner at Fulbright & Jaworski L.L.P.
smaberry@fulbright.com

Dr. Kathleen A. Madigan, Member, Committee on Education & Appointments

Dr. Madigan is the Founder of the American Board for Certification of Teacher Excellence.
kathymadigan@rcn.com

Dr. A. Knighton Stanley (No Committee Assignment)

Dr. Stanley is the Senior Minister of Peoples Congregational Church.

Karl L. Chen, Esq., Committee on Nominations & Protocol

Mr. Chen is Securities Counsel for Watson Wyatt Worldwide
chenkl@verizon.net

Visitors

Dean Witter, III – President and CEO of William D. Witter, Inc
kwitter@wdwitter.com

Geoff Jones – Headmaster, The Potomac School
geoff_jones@potomacschool.org

Vinton Rollins – Principal, Shattuck Hammond Partners, L.L.C.
vrollins@shattuckhammond.com

Judith Terra – Community Activist and Philanthropist
judithterra@aol.com

Gen. Josiah S. Bunting, III – President, Harry Frank Guggenheim Foundation

Knut Rostad – Knut Rostad Associates

krostad@aol.com

Mark S. Rivers – President, Potomac Development Partners, L.L.C.

Mark@PotomacDev.com

Steve Watson – Consultant to Charter Schools

stevenawatson@earthlink.net

Dr. Wm. Craig Rice – President, Shimer College

w.rice@shimer.edu

Curtis Welling – President and CEO, Americares

cwelling@americares.org

Milton Kotler – President, Kotler Marketing Group

mkotler@kotlermarketing.com

George Cranmer – President & CEO, Cranmer & Lawrence

george.cranmer@cranmerlawrence.com

Brian M. Snow – General Manager, Building Maintenance Service

BSnow@bmsllc.com

Staff

Steve Watson—Business Manager

swatson@washingtonlatin.org

Blake Haines—Office Manager

bhaines@washingtonlatin.org

Francesca Craig—Director of Corporate and Foundation Relations

fcraig@washingtonlatin.org

Faculty

TBA in April

EXHIBIT F – ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION

OF

THE CORPORATION OF THE WASHINGTON LATIN SCHOOL

(A Not for Profit Corporation organized under the District
of Columbia Not for Profit Corporation Act)

FIRST: We, the undersigned, Glenn G. Kautt, T. Robinson Ahlstrom and John S. B. Oler, each being natural persons at least eighteen (18) years of age, do hereby act as Incorporators with the intent of forming a corporation under and by virtue of the laws of the District of Columbia adopt the following Articles of Incorporation.

SECOND: The name of the Corporation (the "Corporation") shall be: The Corporation of The Washington Latin School.

THIRD: The Corporation shall be a Not for Profit Corporation under the Not for Profit Corporation Act (D.C. Code 2001 Edition, Title 29, Chapter 3) (the "Act").

FOURTH: The duration of the Corporation shall be PERPETUAL.

FIFTH: The purposes for which the Corporation is organized are to apply its income or property, or both, exclusively for educational, charitable, scientific or literary educational purposes (either by distributing directly to the intended beneficiaries thereof, through other corporations, community chest, funds or foundations organized and operated exclusively for such purposes) and to engage in other activities which are exclusively in furtherance of these purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Consistent with the foregoing, the Corporation's purposes may include, without limitation, establishment of a Charter Latin School in the District of Columbia with the primary goal of instructing youth in the modern languages of English, French, Spanish and Chinese, in the Sciences, Mathematics and Technology, in the classical language of Latin, in the Classics and Global literature, in Rhetoric and Public Education, in the Visual and Performing

Arts, in History and Civic Responsibility, in Athletics and in such other Arts, Letters and Sciences as may hereafter seem reasonably appropriate and the performing of any and all lawful acts which may be necessary, useful, suitable or proper for the furtherance or accomplishment of the purposes of the Corporation or as otherwise permitted by the laws of the District of Columbia and in accordance with Section 501(c)(3) of the Code.

SIXTH: No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Upon the dissolution of the Corporation, the board of directors shall, after paying or making provision for payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, scientific, literary or educational purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the board of directors shall determine. Any such assets not so disposed of shall be disposed of by the Superior Court of the District of Columbia, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

SEVENTH: The post office address of the registered office of the Corporation

is:

Potomac Process Agents, Inc.
Suite 1200
1615 L Street, N.W.
Washington, D.C. 20036

The name of the Registered Agent of the Corporation is:

Potomac Process Agents, Inc., with an address of:

Suite 1200
1615 L Street, N.W.
Washington, D.C. 20036

EIGHTH: The Corporation will have members. The number of members will not be less than three (3) nor more than seventy-five (75). Except as may be required by the Act or by Law, the members will only vote to appoint the Board of Directors and will have no other voting authority unless specifically designated by the Board of Directors. The members may also be referred to as Visitors.

NINTH: The number of directors of the Corporation shall be not less than three (3). The number of directors may change in accordance with the By-Laws of the Corporation, but may never be less than three (3). The names and addresses of the directors who shall act until the first annual meeting of the members of the Corporation or until their successors are duly chosen and qualified are:

Glenn G. Kautt
1430 Springhill Road, #400
McLean, Virginia 22102

John S. B. Oler
301 East 47th Street, #7A
New York, New York 10017

T.R. Ahlstrom
3131 Connecticut Avenue, N.W., Apt. 2115
Washington, D.C. 20008

TENTH: The Corporation shall have all the powers and rights provided for corporations by the laws of the District of Columbia and all other rights and privileges not specifically forbidden by said laws or these Articles. The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation in the manner now or hereafter prescribed by the statutes of the District of Columbia. All rights conferred on members, directors and officers herein are granted subject to this reservation. The directors of the Corporation may adopt such rules, appoint such officers, designate responsibilities and do all other things necessary in the conduct of the business of the Corporation.

ELEVENTH: The Corporation shall indemnify any person made a party to a proceeding because he is or was a member, director, officer, attorney or incorporator of the Corporation against liability and expenses incurred to the maximum extent permitted under the laws of the District of Columbia and as may further be provided in the By-Laws of the Corporation.

TWELFTH: The following three (3) individuals residing (or working) at the following addresses hereby agree to act as Incorporators and incorporate the Corporation.

Glenn G. Kautt
1430 Springhill Road, #400
McLean, Virginia 22102

John S. B. Oler
301 East 47th Street, #7A
New York, New York 10017

T.R. Ahlstrom
3131 Connecticut Avenue, N.W., Apt. 2115
Washington, D.C. 20008

IN WITNESS WHEREOF, We the undersigned Incorporators, do hereby declare and affirm under penalties of perjury that the contents of the foregoing Articles of Incorporation for The Corporation of The Washington Latin School are true and correct to the best of our knowledge, information and belief, and we have hereunto affixed our signature as our free and voluntary act, as of the 16th day of FEB, 2005.

WITNESS:

Abdul S. Idrisi

ERIC ROSENBERG

ERIC ROSENBERG

State of California
) ss:
County of San Diego

Glenn G. Kautt

John S. B. Oler

T.R. Ahlstrom

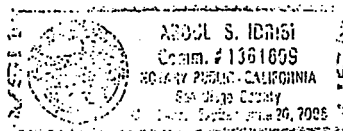
This instrument was acknowledged before me on 2-8, 2005 by Glenn

G. Kautt.

Abdul S. Idrisi
Notary Public

[SEAL]

My commission expires: 6-20-2006



NEW YORK)
NEW YORK) ss:

This instrument was acknowledged before me on February 16, 2005 by John S.

B. Oler.

Brock D. D. Boyd
Notary Public

[SEAL]

My commission expires: 1/31/2007

BROCK D. D. BOYD
Notary Public, State of New York
No. 30-1722711
Qualified in Nassau County
Commission Expires March 31, 2007
Jan

NEW YORK)
DISTRICT OF COLUMBIA) ss:
NEW YORK)

This instrument was acknowledged before me on February 16, 2005 by T.R.

Ahlstrom.

Brock D. D. Boyd
Notary Public

[SEAL]

My commission expires: 1/31/2007

BROCK D. D. BOYD
Notary Public, State of New York
No. 30-1722711
Qualified in Nassau County
Commission Expires March 31, 2007
Jan.

BYLAWS

OF

THE CORPORATION OF THE WASHINGTON LATIN SCHOOL

February 23, 2005

BYLAWS

OF

The Corporation of The Washington Latin School

ARTICLE I

NAME

The name of the Corporation is The Corporation of The Washington Latin School (the "Corporation"). The Corporation has been incorporated under the laws of the District of Columbia.

ARTICLE II

PURPOSE

Consistent with the purposes set forth in the Articles of Incorporation (sometimes, the "Articles") of the Corporation, the primary purpose of the Corporation, shall be to establish and operate a charter school in the District of Columbia to be known as The Washington Latin School (the "School"). The primary goal of the School is instructing youth in the modern languages of English, French, Spanish and Chinese, in the Sciences, Mathematics and Technology, in the classical language of Latin, in the Classics and Global literature, in Rhetoric and Public Education, in the Visual and Performing Arts, in History and Civic Responsibility, in Athletics and in such other Arts, Letters and Sciences as may hereafter seem reasonably appropriate, and the performing of any and all lawful acts which may be necessary, useful, suitable or proper for the furtherance or accomplishment of the purposes of the Corporation or as otherwise permitted by the laws of the District of Columbia and in accordance with Section 501(c)(3) of the Code.

ARTICLE III

OFFICES

SECTION 3.01 PRINCIPAL OFFICE/RESIDENT AGENT. The principal office of the Corporation is located at 3131 Connecticut Avenue, N.W., Washington, D.C. 20008. The registered agent for the Corporation is Potomac Process Agents, Inc., and the registered office for the Corporation is Potomac Process Agents, Inc., Suite 1200, 1615 L Street, N.W., Washington, D.C. 20036. The Principal Office and the Resident Agent of the Corporation may be changed from time to time by the Board of Directors and by filing such change with the District of Columbia in accordance with the laws of such District.

SECTION 3.02 OTHER OFFICES. The Corporation may have such other offices, either within or without the District of Columbia, from time to time, as the Board of Directors (also to be known as "Governors") may determine or as the business of the Corporation may require.

ARTICLE IV
MEMBERS (VISITORS)

SECTION 4.01 MEMBERS. The Corporation will have Members. The Members may also be known as Visitors. There will not be less than three (3) and no more than seventy-five (75) Members of the Corporation. The initial Members of the Corporation will be The Reverend T. Robinson Ahlstrom, Mr. Glenn Kautt and Mr. John S. B. Oler.

SECTION 4.02 APPOINTMENT AND TERM. The Members (except for the initial Members designated in Section 4.01 above) will be nominated by the Headmaster and confirmed by the Board of Directors. Each Member will serve five (5) year terms. Consecutive terms are permissible. The Headmaster, at least ten (10) days prior to the annual meeting of the Board of Directors, will present a slate of proposed Members. The Board of Directors at its annual meeting will vote on each proposed Member and such Members will be appointed for a five (5) year term commencing as of the date of the annual meeting of the Board of Directors if approved of by the Board of Directors. The Board of Directors may appoint interim Members if there is a vacancy by a Member including, without limitation, because of resignation, death, disability or removal, who shall serve until the next annual meeting of the Board of Directors. Anytime that a person serves as an interim Member, it will not be included as part of the regular five (5) year term of a Member. Only natural persons over the age of eighteen (18) may serve as Members. In no event may there be more than seventy-five (75) Members. The interim Members will serve until the first annual meeting of the Board of Directors and they may be appointed for a full five (5) year term. The Headmaster will be a Member for as long as he or she is the Headmaster regardless of the length of the term. The Board of Directors will have the right to remove any Member at any time for any reason.

SECTION 4.03 SUGGESTED QUALIFICATIONS. The Corporation will seek Members who are distinguished citizens from throughout the United States and beyond. The Members will be expected to offer advice and counsel to the Headmaster and the Board of Directors, garner material support for the School(s) operated by the Corporation, and to carry the mission and message of the Corporation to the general public.

SECTION 4.04 PLACE OF MEETINGS. Meetings of the Members shall be held at such place or places within or without the District of Columbia, as the Board of Directors may from time to time determine or as shall be specified in the notice of any such meeting.

SECTION 4.05 VOTING. The Members shall have the right to elect the Board of Directors and will have no other voting authority of any kind. The Board of Directors may from time to time seek the advice of the Members on matters concerning the Corporation or the School but such advice will be advisory in nature only and not be binding on the Board of Directors or the Corporation. It is expected that, except for election of the Board of Directors, the Members will have no voting authority.

SECTION 4.06 ANNUAL MEETING. There will be an annual meeting of the Members held at 10:00 a.m. on the last Friday of May or the preceding Thursday if designated by the President, or at such other reasonable date, time and place within the District of Columbia as shall be designated by the President and set forth in a notice to the Members. Additionally, regular meetings of the Members may be held at such time and place as shall from time to time be determined by the Board, so long as all of the Members are provided notice as to when regular meetings are to take place.

SECTION 4.07 SPECIAL MEETINGS. Special meetings of the Members may be called by the President. Upon written request by at least five (5) Directors or one-third (1/3) of the Members, the President shall call a special meeting. The person or persons authorized to call special meetings of the Members may fix any place, either within or without the District of Columbia, as the place for holding any special meeting of the Members called by them.

SECTION 4.08 NOTICE. Notice of special meetings shall be mailed by first-class mail, postage prepaid, to each Member, addressed to him at his residence or usual place of business at least three (3) days before the day on which such meeting is to be held or shall be sent addressed to him at such place by telecopier, e-mail (provided that proof of delivery has been received prior to the meeting) or other similar means or be delivered to him personally or be given to him by telephone or other similar means, at least forty-eight (48) hours before the time at which such meeting is to be held. Each Member will be given at least ten (10) days prior notice of the Annual Meeting of the Members. Notice of any such meeting need not be given to any Member who shall, either before or after the meeting, submit a signed waiver of notice or who shall attend such meeting, except when he shall attend for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Except as otherwise required by statute or these Bylaws, neither the business to be transacted at, nor the purpose of any regular or special meeting of the Members need be specified in the notice of the meeting or waiver of notice, unless the adjournment is for more than thirty (30) days.

SECTION 4.09 QUORUM. A majority of the number of Members then in office shall constitute a quorum for transaction of business at any meeting of the Members, and except as otherwise expressly required by statute, the Articles of Incorporation or these Bylaws, the act of a majority of the Members present at any meeting at which a quorum is present shall be the act of the Members. If less than a quorum of Members are present at said meeting, the Members present may adjourn the meeting from time to time without further notice, unless the adjournment is for more than thirty (30) days.

SECTION 4.10 REMOVAL. Any Member may be removed either with or without cause at any special or annual meeting of the Board of Directors for which a quorum is present by an affirmative vote of a majority in number of the Directors present, in person or by proxy, at such meeting and entitled to vote for the election of such Members if notice of intention to act upon such matter shall have been given in the notice calling such meeting.

SECTION 4.11 ACTION WITHOUT MEETING. Any action which may be taken at a meeting of the Members, may be taken without a meeting if a consent in writing setting forth the

action so taken is signed by all the Members entitled to vote with respect to the subject matter thereof. Any such consent signed by all the Members shall have the same effect as a unanimous vote and may be stated as such in any document filed with the Secretary of the Corporation.

SECTION 4.12 COMPENSATION. The Members will not be compensated for serving as Members and will not be entitled to reimbursement for out of pocket expenses incurred directly by serving as Members. No compensation or reimbursement will be provided for travel, lodging or food expenses, incurred with attendance at an Annual or Special Meeting of the Members. The Board, in its reasonable discretion, may approve, but will not be required to approve, of reimbursement for any unusual or unforeseen expenses incurred by a Member.

SECTION 4.13 PRESUMPTION OF ASSENT. A Member of the Corporation who is present at a meeting of the Members at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless he announces his dissent at the meeting. His dissent also must be entered in the minutes of the meeting unless he shall file his written dissent to such action with the person acting as the Secretary of the meeting within twenty four (24) hours before the adjournment thereof or he forwards such dissent by certified mail, return receipt requested, to the Secretary of the Corporation within twenty four (24) hours after the adjournment of the meeting.

SECTION 4.14 PROCEDURE. The Members shall keep regular minutes of its proceedings. The minutes shall be placed in the minute book of the Corporation.

SECTION 4.15 TELEPHONE AND SIMILAR MEETINGS. Members may participate in and hold a meeting by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in such meeting shall constitute presence in person at the meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE V

DIRECTORS

SECTION 5.01 GENERAL POWERS. The business and affairs of the Corporation shall be managed by its Board of Directors (individually, "Directors"), except for those powers conferred and/or reserved to the Members (if any) by law, by the Articles or these Bylaws. The Directors shall also be known as Governors.

SECTION 5.02 NUMBER, TENURE, AND QUALIFICATIONS. The Board of Directors shall consist of fifteen (15) Directors none of whom need be residents of the District of Columbia. There shall not be an even number of Directors on the Board. The Directors will be elected for a term of five (5) years except as otherwise provided by these Bylaws. The number of Directors will remain set until changed by a vote of Directors as provided for herein. Any decrease in the set number of Directors due to vacancies will be adjusted pursuant to Section 5.10 below. The number of Directors may be increased or decreased by amending the

Bylaws but no decrease shall have the effect of shortening the term of any incumbent Director and there may not be less than seven (7) Directors. In no event may there be more than fifteen (15) Directors. Notwithstanding anything herein to the contrary, until the first meeting of the Members, the Corporation may have three (3) Directors who shall be the individuals named in the Articles of Incorporation. Any Directorship to be filled by reason of an increase in the number of Directors shall be filled by election at an annual meeting or special meeting of the Members by the affirmative vote of a majority of the Members at the annual meeting of the Members or at any other meeting of the Members called for such purpose. Each Director elected shall hold office until the next annual meeting of the Members but can remain in office until his successor shall be elected and shall qualify.

SECTION 5.03 ELECTIONS. Subject to the provisions of this Section 5.03, the Directors will be elected by the Members at the annual meeting (or a special meeting) of the Members, subject to the provisions of Section 5.10 below. Subject to Section 5.02, there will be fifteen (15) Directors in all. Twelve (12) of the Directors will be elected by the Members. In addition, the Headmaster, the President of the Alumni Affairs and Development Committee and the President of the Community Council will also be Directors. The Nominating Committee will submit its nominations to the Members for their consideration. The Members will first consider selection of Directors submitted by the Nominating Committee. Nothing will prevent the Members from selecting Directors not on the list submitted by the Nominating Committee. It will be the general policy, but not a requirement, that at least one-half (1/2) of the Directors will be serving their first term. The President may serve more than two (2) consecutive five (5) year terms. The service of a partial term of two (2) years or less will not be considered in the calculation of consecutive terms. The Headmaster will serve as a Director for so long as he is the Headmaster. No person except by a two-thirds (2/3) vote of the Members may serve as a Director after attaining the age of seventy (70); but, this provision will not prevent the election as a Director of a person under seventy (70) to serve until the age of seventy. The President may also only serve for two consecutive five (5) year terms, except if he is serving as President at the end of a second full term he may be elected to a third term subject to the preceding age limitations. If the office of the Headmaster shall be at any time vacant, the Acting Headmaster (if any) shall serve as a Director so long as he is the Acting Headmaster. Only natural persons over the age of eighteen (18) may serve as Directors.

SECTION 5.04 PLACE OF MEETINGS. Meetings of the Board of Directors shall be held at such place or places within or without the District of Columbia, as the Board of Directors may from time to time determine or as shall be specified in the notice of any such meeting.

SECTION 5.05 FIRST MEETING. The Board of Directors shall meet for the first time for the purpose of organization, the election of officers, and the transaction of other business as soon as practicable after the approval of the Article of Incorporation by the District of Columbia.

SECTION 5.06 ANNUAL MEETING/REGULAR MEETINGS. There will be an annual meeting of the Board of Directors immediately following the annual meeting of the Members or as soon as possible following such annual meeting. There will also be at least three (3) regular meetings annually of the Board of Directors at the offices of the Corporation, a Winter meeting on the first Friday of March or the preceding Thursday if designated by the President, a Spring

Meeting on the last Friday in May, or the preceding Thursday if designated by the President, and a Fall Meeting on the Second Friday in November, or the preceding Thursday, if designated by the President, at 10:00 a.m., or at such other reasonable date, time and place within the District of Columbia as shall be designated by the President and set forth in a notice to the Board of Directors. Additionally, regular meetings of the Board of Directors may be held at such time and place as shall from time to time be determined by the Board, so long as the entire Board is provided notice as to when such regular meetings are to take place.

SECTION 5.07 SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by the President. Upon written request by at least five (5) Directors, the President shall call a special meeting. The person or persons authorized to call special meetings of the Board of Directors may fix any place, either within or without the District of Columbia, as the place for holding any special meeting of the Board of Directors called by them.

SECTION 5.08 NOTICE. Notice of special meetings shall be mailed by first-class mail, postage prepaid, to each Director, addressed to him at his residence or usual place of business as shown on the Corporation's records at least three (3) days before the day on which such meeting is to be held or shall be sent addressed to him at such place by telecopier, e-mail (provided that proof of delivery has been received prior to the meeting) or other similar means or be delivered to him personally or be given to him by telephone or other similar means, at least forty-eight (48) hours before the time at which such meeting is to be held. Each Director will be given at least ten (10) days prior notice of the Annual and each Regular Meeting. Notice of any such meeting need not be given to any Director who shall, either before or after the meeting, submit a signed waiver of notice or who shall attend such meeting, except when he shall attend for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Except as otherwise required by statute or these Bylaws, neither the business to be transacted at, nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice of the meeting or waiver of notice, unless the adjournment is for more than thirty (30) days.

SECTION 5.09 QUORUM. A majority of the number of Directors then in office shall constitute a quorum for transaction of business at any meeting of the Board of Directors, and except as otherwise expressly required by statute, the Articles of Incorporation or these Bylaws, the act of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors. If less than a majority of such number of Directors are present at said meeting, the Directors present may adjourn the meeting from time to time without further notice, unless the adjournment is for more than thirty (30) days.

SECTION 5.10 VACANCIES. Any vacancies occurring in the Board of Directors (by death, resignation, removal or otherwise) shall be filled by the President subject to confirmation by the Board of Directors at the next Annual Meeting (or either a regular meeting, or a special meeting called for that purpose). A replacement Director will be voted on at the next annual meeting of the Members or a meeting held for such purpose the intent being to have a replacement as soon as possible.

SECTION 5.11 REMOVAL. Any Director may be removed for cause at any special or annual meeting of the Directors for which a quorum is present by an affirmative vote of a majority in number of the Directors present, in person or by proxy, if notice of intention to act upon such matter shall have been given in the notice calling such meeting. The Directors should only take action after obtaining an advisory vote from the Members to remove the Director in question.

SECTION 5.12 ACTION WITHOUT MEETING. Any action required by statute to be taken at a meeting of the Board of Directors, or any other action which may be taken at a meeting of the Board of Directors, may be taken without a meeting if a consent in writing setting forth the action so taken is signed by all the Directors entitled to vote with respect to the subject matter thereof. Any such consent signed by all the Directors shall have the same effect as a unanimous vote and may be stated as such in any document filed with the Secretary of the Corporation.

SECTION 5.13 COMPENSATION. The Directors will not be compensated for serving on the Board but will be entitled to reimbursement for unusual extraordinary expenses that are incurred directly by serving on the Board. No compensation or reimbursement will be provided for travel, lodging or food expenses, incurred with attendance at an Annual, Regular or Special Meeting of the Board of Directors. All such expenses are subject to the approval of the Board of Directors, which approval will not be unreasonably or untimely withheld.

SECTION 5.14 PRESUMPTION OF ASSENT. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless he announces his dissent at the meeting. His dissent also must be entered in the minutes of the meeting unless he shall file his written dissent to such action with the person acting as the Secretary of the meeting within twenty four (24) hours before the adjournment thereof or he forwards such dissent by certified mail, return receipt requested, to the Secretary of the Corporation within twenty four (24) hours after the adjournment of the meeting.

SECTION 5.15 PROCEDURE. The Board of Directors shall keep regular minutes of its proceedings. The minutes shall be placed in the minute book of the Corporation.

SECTION 5.16 TELEPHONE AND SIMILAR MEETINGS. Directors and committee members may participate in and hold a meeting by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in such meeting shall constitute presence in person at the meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE VI

COMMITTEES

SECTION 6.01 STANDING COMMITTEES. At, or promptly after, the Annual Meeting of the Board of Directors, the Board shall annually appoint the following standing committees of the Board of Directors:

1. The Executive Committee
2. The Budget and Finance Committee
3. The Investment Committee
4. The Building and Grounds Committee
5. The Education and Appointments Committee
6. The Alumni Affairs and Development Committee
7. The Nominating Committee

SECTION 6.02 SPECIAL COMMITTEES. The Board may appoint any special committees which are, in its reasonable judgment, required for any reason. Special committees may include both Directors and those who are not Directors, with votes to be separately recorded if action of the committee is not unanimous.

SECTION 6.03 COMMITTEE MEMBERSHIP. The President and the Headmaster shall be members *ex officio*, with power to vote, of all standing committees, and unless otherwise determined with good defensible cause, of all special committees. Except as otherwise provided herein, *ex officio* Members shall count toward a quorum. The President shall be chairman of the Board of Directors, but neither the President nor the Headmaster shall be chairman of any other standing committee.

SECTION 6.04 MEETINGS. As promptly after the Annual Meeting of the Board of Directors as may be convenient, the President and the Chairman of each of the standing and special committees shall jointly prepare and circulate to the Directors a schedule of regular meetings of the Directors and of meetings of standing and special committees to be held in the interval prior to the next annual meeting. While the committees shall in general be expected to adhere to this schedule, the call of each meeting shall be made by the chairman of each committee at his or her direction. No specific period of notice shall be required, but the chairman of each committee shall have due regard for the need of a quorum at each committee meeting.

ARTICLE VII

EXECUTIVE COMMITTEE

SECTION 7.01 EXECUTIVE COMMITTEE. The Corporation will have an Executive Committee.

SECTION 7.02 NUMBER; QUALIFICATION; TERM. The Executive Committee shall consist of the President, any Vice Presidents, the Headmaster and at least one other Director selected by the Board. The Executive Committee shall serve at the pleasure of the Board of Directors. At each meeting of the Board of Directors, the Executive Committee will report in writing on all actions taken.

SECTION 7.03 AUTHORITY. The Executive Committee, to the extent provided in any resolutions of the Board of Directors, shall have and may exercise all of the authority of the Board of Directors in the management of the business and affairs of the Corporation, including authority over the use of the corporate seal. The Executive Committee in its reasonable discretion will not take any action, best left for the Board of Directors. In no event, will the Executive Committee have the authority of the Board in reference to:

- (1) amending the articles of incorporation;
- (2) approving a plan of merger or consolidation;
- (3) recommending to the Directors the sale, lease or exchange of all or substantially all of the property and assets of the Corporation;
- (4) recommending to the Directors a voluntary dissolution of the Corporation or a revocation thereof;
- (5) amending, altering, or repealing these Bylaws or adopting new Bylaws;
- (6) filling new vacancies in or removing members of the Board of Directors or of any committee appointed by the Board of Directors;
- (7) fixing the compensation of any member of such committee as such;
- (8) altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be so amendable or repealable; or
- (9) appointing any officers or Directors;
- (10) removing or appointing the Headmaster;
- (11) taking any action that materially affects the School or its property; or
- (12) engaging in any activity or approving any matter that materially affects the purposes of the Corporation.

SECTION 7.04 REMOVAL. Any member of the Executive Committee may be removed by the Board of Directors by the affirmative vote of a majority of the whole Board, whenever in its judgment the best interests of the Corporation will be served thereby.

SECTION 7.05 VACANCIES. A vacancy occurring in the Executive Committee (by death, resignation, removal or otherwise) may be filled by the President subject to confirmation by the Board of Directors at the next Annual Meeting (or either a regular meeting or a special meeting called for that purpose.)

SECTION 7.06 MEETINGS. Time, place and notice (if any) of Executive Committee meetings shall be determined pursuant to Bylaw 6.04 above.

SECTION 7.07 QUORUM; UNANIMOUS VOTE. At meetings of the Executive Committee, all of the members of the Executive Committee shall constitute a quorum for the transaction of business. Only the unanimous vote shall be the act of the Executive Committee, except as otherwise specifically provided by statute, the Corporation's articles of incorporation, or these Bylaws. If a quorum is not present at a meeting of the executive committee, the members present may adjourn the meeting from time to time without notice other than an announcement at the meeting until a quorum is present.

SECTION 7.08 COMPENSATION. No member of such Committee will be compensated except that any member will be entitled to reimbursement for extraordinary expenses in accordance with the procedures outlined in Bylaw 5.13 above.

SECTION 7.09 PROCEDURE. The Executive Committee shall keep regular minutes of its proceedings and report the same to the Board of Directors when required. The minutes of the proceedings of the Executive Committee shall be placed in the minutes book of the Corporation.

SECTION 7.10 ACTION WITHOUT MEETING. Any action required or permitted to be taken at a meeting of the Executive Committee may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all the members of the Executive Committee. Such consent shall have the same force and effect as a unanimous vote in a meeting. The signed consent, or a signed copy, shall be placed in the minute book.

SECTION 7.11 TELEPHONE AND SIMILAR MEETINGS. Meetings may be held in the same fashion as stated by Bylaw 5.16 above.

SECTION 7.12 RESPONSIBILITY. The designation of an Executive Committee and the delegation of authority to it shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed upon it or him by law.

ARTICLE VIII

THE BUDGET AND FINANCE COMMITTEE

SECTION 8.01 BUDGET AND FINANCE COMMITTEE. The Budget and Finance Committee shall consist of not fewer than two Directors, in addition to the President and Headmaster. The President shall appoint the Chairman.

SECTION 8.02 PURPOSES. The Budget and Finance Committee shall watch over the general policies of the Corporation as to its financial affairs.

SECTION 8.03 AUTHORITY. As early as practicable in each fiscal year, the Headmaster shall submit to the Budget and Finance Committee the proposed budget for the next fiscal year. The budget shall show operating and capital items separately. After such consultation with other Committees as it may deem appropriate, the Committee shall approve or modify the budget and forward it to the Investment Committee as promptly as possible. At their winter meeting, if practicable, and otherwise at their spring meeting, the Directors shall consider the budget as proposed by the Budget and Finance Committee, together with the comments of the Investment Committee thereon, and, after such amendments of modification as the Directors shall determine, shall adopt the budget. After adopting the budget, the Directors may, if desirable, amend it from time to time on the recommendation of the Budget and Finance Committee.

SECTION 8.04 ACTIONS. The Budget and Finance Committee, on the recommendation of the Headmaster, or without his recommendation if circumstances warrant,

(1) shall examine proposed major financial and capital transactions not included in the approved budget, and make recommendations for action by the Directors, their examination of the recommendations of other Committees of the Directors to be limited to financial reports only,

(2) shall periodically review the effectiveness of the School's system of financial control and accounting, and recommend action to the Directors, and

(3) shall report to the Directors at each meeting on the relationship of the current financial condition to the current budget, both operating and capital.

SECTION 8.05 MEETINGS. The Budget and Finance Committee shall meet on call of its chairman. Chairman will use reasonable efforts to schedule meetings when most convenient for its members. A majority of the Committee, not including the Headmaster, shall be a quorum.

ARTICLE IX

THE INVESTMENT COMMITTEE

SECTION 9.01 INVESTMENT COMMITTEE. The Investment Committee shall consist of not fewer than two Directors, in addition to the President and Headmaster. The President shall appoint the chairman.

SECTION 9.02 PURPOSES. The Investment Committee shall watch over the endowment funds of the School, to the end that they may wisely and profitably invested.

SECTION 9.03 ACTIONS. Subject to the direction or approval of the Directors, the Investment Committee,

- (1) shall periodically review the Corporation's portfolios of investment securities and other assets held for investment.
- (2) may, on behalf of the Directors, sell, manage and purchase investments (including investment real estate as well as securities and other kinds of assets) for the account of the School in accordance with their judgment as to the best interests of the school, relying to the extent they deem advisable on recommendations of the Schools' professional investment advisers,
- (3) shall, at each regular meeting of the Directors, report purchases, sales and other transactions completed since the last regular meeting,
- (4) may make recommendations to the Directors, or seek the instruction of the Directors, as to the general policy to be followed in the management of the School's endowment funds, in the light of current and future operating and capital requirements, and
- (5) shall consider, and recommend approval or modification of, the budget as provided in these Bylaws.

ARTICLE X

THE BUILDING AND GROUNDS COMMITTEE

SECTION 10.1 BUILDING AND GROUNDS COMMITTEE. The Buildings and Grounds Committee shall consist of not fewer than two Directors, in addition to the President and the Headmaster. The President shall appoint the Chairman.

SECTION 10.2 PURPOSES. The Building and Grounds Committee shall watch over the School's building and grounds, and their furniture and equipment, to assure the provision and maintenance of physical facilities for the educational and program needs of the School.

SECTION 10.3 ACTIONS. The Building and Grounds Committee, on the recommendation of the Headmaster, or without his recommendation of circumstances warrant,

- (1) shall periodically inspect the School's buildings and grounds and their furniture and equipment,
- (2) shall propose, for action by the Directors, policies or transactions relating to the purchase, sale or rental of real estate (other than investment real estate) having due regard for both the educational needs and financial realities of the School,

- (3) shall propose, for action by the Directors, plans, designs and specifications for new facilities and substantial renovations, construction contracts with contractors and agreements with architects and others as required for such new facilities or renovations which proposal will include to the extent possible reasonable cost estimates, and
- (4) shall periodically review the effectiveness of the School's program of maintenance and upkeep of buildings, grounds, furniture and equipment, and recommend action to the Directors.

Recommendations of the Committee which require the expenditure of funds shall be made with due regard for the current budget and if such expenditures are not provided for therein shall be made after consultation with the Budget and Finance Committee or its chairman. Any recommendations are subject to approval by the Board of Directors.

SECTION 10.4. MEETINGS. The Building and Grounds Committee shall meet on call of its chairman. A majority of the members of the Committee, not including the Headmaster, shall be a quorum, except if there are only two Directors on the Committee, excluding the Headmaster then both Directors must be present for a quorum.

ARTICLE XI

THE EDUCATION AND APPOINTMENTS COMMITTEE

SECTION 11.1 EDUCATION AND APPOINTMENTS COMMITTEE. The Education and Appointments Committee shall consist of not fewer than two Directors, in addition to the President and the Headmaster. The President and Headmaster shall agree on the appointment of the Chairman.

SECTION 11.2 PURPOSES. The Education and Appointments Committee shall watch over the general policies of the School as to all matters concerning with the relationship of the School with its administration, faculty, student and its non-academic employees.

SECTION 11.3 ACTIONS. The Education and Appointments Committee, on the recommendation of the Headmaster, or without his recommendation if extraordinary circumstances warrant, shall examine all matters related to,

- (1) the hiring, continued employment, terms of employment and retirement of faculty and all other employees of the School
- (2) admissions policy, curricula, diploma requirements and other academic matters,

- (3) articulated relationships with other cultural and educational institutions, agencies and associations, and
- (4) all matters of student and faculty life at the School.

The Committee shall make such recommendations to the Directors as it deems appropriate. The recommendations of the Committee will be advisory only subject to approval by the Board of Directors.

Recommendations of the Committee which require the expenditure of funds shall be made with due regard for the current financial state of the School, and if such expenditures are not provided for in the relevant budget, shall be made only after consultation with the Budget and Finance Committee or its chairman and approved by the Board of Directors.

SECTION 11.4 AUTHORITY. All academic appointments shall be made in conscience conformity to criteria clearly lined out in the School's Charter, and no administrator, instructor or coach shall be employed who does not evidently meet those standards.

SECTION 11.5 MEETINGS. The Education and Appointments Committee shall meet on call of its chairman. The Headmaster and any two other members of the Committee shall be a quorum.

ARTICLE XII

THE ALUMNI AFFAIRS AND DEVELOPMENT COMMITTEE

SECTION 12.1 ALUMNI AFFAIRS AND DEVELOPMENT COMMITTEE. The Alumni Affairs and Development Committee shall consist of not fewer than two Directors, in addition to the President and the Headmaster. The President shall appoint the chairman.

SECTION 12.2 PURPOSES. The Alumni Affairs and Development Committee shall watch over all matters relating to the School's relations with its Alumni and its efforts of institutional advancement including the annual fund and all special operating and capital campaigns.

SECTION 12.3 ACTIONS. The Alumni Affairs and Development Committee, on the recommendation of the Headmaster, or without his recommendation of circumstances warrant,

- (1) shall periodically inspect the School's fund raising programs including but not limited to major donor solicitation, corporate and foundation relations, community affairs, planned giving and estate management,
- (2) shall periodically review all programs of message management, public relations, media affairs and community outreach, and

- (3) shall propose, for action by the Directors, policies, programs, methods and plans for developing and fostering a close and cordial relationship with the School's alumni, parents and friends with the intention of obtaining material support to finance the School's immediate operations and long-term goals.

Recommendations of the Committee which require the expenditure of funds shall be made with due regard for the current budget and if such expenditures are not provided for therein shall be made after consultation with the Budget and Finance Committee or its chairman and approved by the Board of Directors.

SECTION 12.4 MEETINGS. The Alumni Affairs and Development Committee shall meet on call of its chairman. Two members of the Committee, not including the Headmaster, shall be a quorum.

ARTICLE XIII

THE NOMINATING COMMITTEE

SECTION 13.1 THE NOMINATING COMMITTEE. The Nominating Committee shall consist of one or two Directors, in addition to the President and the Headmaster. The President shall appoint the Chairman.

SECTION 13.2 PURPOSES. The Nominating Committee shall regularly maintain a list of potential Directors, to the end that candidates may at all times be available to fill vacancies among the Directors, whether occurring by reason of the expiration of terms or otherwise. Every Director shall annually, at least forty-five (45) days prior to the spring meeting, submit to the chairman of the Committee the names of all persons who, in his or her judgment, should be included in said list.

SECTION 13.3 MEETINGS. At least fifteen (15) days prior to each spring meeting the Chairman of the Nominating Committee shall transmit to all the Directors a slate of nominees for election at the spring meeting in accordance with Section 2 of Article I. The Directors will submit such list, if for Directors, to the Members at least ten (10) days prior to the Annual Meeting of the Members.

SECTION 13.4 VACANCY. If a vacancy shall occur among the Directors other than by reason of the expiration of a term, the President shall immediately notify the Chairman of the Nominating Committee, who shall, at the next regular or special meeting of the Directors, present the name of a candidate, or the names of candidates, to fill such vacancy.

SECTION 13.5 ACTIONS. All actions of the Nominating Committee shall be unanimous before any recommendations are communicated to the Directors and no Committee quorum shall exist without the presence of the President and the Headmaster.

ARTICLE XIV

NOTICE

SECTION 14.01 METHOD. Whenever by statute the Articles of Incorporation, these Bylaws, or otherwise, notice is required to be given to a Member, Director or committee member, and no provision is made as to how the notice shall be given, it shall not be construed to mean personal notice, but any such notice shall be in writing and shall be given: (a) by personal delivery; (b) in writing by mail, postage prepaid, addressed to the Member, Director or committee member at the address appearing on the books of the Corporation; or (c) by facsimile if a copy is also mailed at the same time in accordance with provision 14.01(b) above. Any notice required or permitted to be given by mail shall be deemed given two (2) business days after the same is thus deposited in the United States mails. Notice of annual or regular meetings shall be sent by mail, unless unanimously waived in writing by the parties entitled to notice.

SECTION 14.02 WAIVER. Whenever, by statute or the Articles of Incorporation or these Bylaws, notice is required to be given to a Director, committee member, or Director, a waiver thereof in writing signed and dated by the person or persons entitled to such notice, whether before or after the time stated in such notice shall be equivalent to the giving of such notice. Attendance at a meeting shall constitute a waiver of notice of such meeting except where a person attends for express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE XV

OFFICERS

SECTION 15.01 NUMBER. The officers of the Corporation shall be elected by the Board of Directors and shall include a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors who may elect to have no Vice Presidents), a Treasurer, and a Secretary, and such Assistant Treasurers, Assistant Secretaries or other officers as the Board of Directors may determine. Any two or more offices may be held by the same person except the offices of President and Secretary.

SECTION 15.02 ELECTION AND TERM OF OFFICE. The initial officers of the Corporation shall be elected at the initial meeting of the Board of Directors. Thereafter, the officers of the Corporation shall be elected annually by the Board of Directors at its Annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. Vacancies may be filled or new offices filled at any meeting of the Board of Directors. Each officer shall hold office for one year and until his successor shall have been duly elected and shall have qualified or until his death or until he shall resign or shall have been removed in the manner hereinafter provided. Election or appointment of an officer or agent shall not of itself create contract rights.

SECTION 15.03 REMOVAL. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

SECTION 15.04 VACANCIES. Any vacancy in any office of the Corporation because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors.

SECTION 15.05 COMPENSATION. Officers will not be entitled to compensation except that any Officer will be entitled to reimbursement for expenses in accordance with the procedures outlined in Bylaw 5.13 above.

SECTION 15.06 PRESIDENT. The President shall be Chairman of the Board of Directors and will otherwise control all of the day-to-day business and affairs of the Corporation with all powers necessary, advisable or convenient to that end. The President shall preside at all meetings of the Board of Directors. He may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties as may be prescribed by the Board of Directors from time to time. The President will have power to hire and fire employees and agents of the Corporation, except for the Headmaster.

SECTION 15.07 HEADMASTER. The Headmaster is the chief executive officer of the Corporation. The Headmaster will oversee the day-to-day business and affairs of the School. He shall have all the powers and perform all the duties imparted him by law, by these Bylaws, and also such other powers and duties as may be incident to his office. Subject to the authority granted by the Board of Directors, the Headmaster will be responsible for the effective administration of the School. He shall be appointed by the Board of Directors to serve a mutually agreed upon term, or until such time as either he or the Board of Directors chooses to terminate or alter his terms of employment. He is entitled to receive reasonable compensation as determined by the Board of Directors. He may be removed at any time by the Board for any reason, by the affirmative vote of at least two-thirds (2/3) of the Directors at a meeting with at least two-thirds (2/3) of the Directors present. If he is removed prior to the end of his appointed term, he will be entitled, however, to the amount of compensation due to him for the remainder of his term, except if he was removed for cause. The words "for cause" in the preceding sentence will mean only the commission of a felony (formally indicted or convicted), gross dereliction of duty or legal or mental incompetency as determined by a court of law or in the case of incompetency by two independent medical doctors licensed to practice in the District of Columbia. The Corporation can require an examination by doctors of the Headmaster at the Corporation's expense. In the event of dismissal, resignation, disability or absence for periods of time that reasonably justifies a substitute (e.g., more than two (2) consecutive weeks, more than two (2) weeks during the academic calendar year or four (4) weeks in any annual period) the Board of Directors may select and appoint an Acting Headmaster until such time that the

Headmaster can return or a new Headmaster is selected. The Headmaster will serve on the Board of Directors. He shall oversee the day-to-day operations of the school. His duties will include, without limitation, selection of faculty, termination of faculty, approval of curriculum, student disciplinary matters and all issues reasonably related to the administration of the day-to-day activities of the School. The Board of Directors will retain absolute authority, however, in its discretion, to ratify or refute any action taken by the Headmaster. The Headmaster (and any Acting Headmaster) will be selected in strict uniformity with the letter and spirit of the Articles of Incorporation of the Corporation and these Bylaws.

SECTION 15.08 VICE-PRESIDENTS. In the absence of the President or in the event of his inability or refusal to act or upon delegation by the President, the Vice President (or in the event there may be more than one Vice President, the Vice Presidents in the order designated, or in the absence of any designation, then in the order of their election) shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all restrictions upon the President. Any Vice President shall perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President. The President will have the absolute right to delegate any or all matters including without limitation, supervision and control of all day-to-day business to one or more of the Vice President.

SECTION 15.09 TREASURER.

a. The Treasurer shall:

(i) Have charge and custody of and be responsible for all funds and securities of the Corporation;

(ii) keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation;

(iii) receive and give receipts for moneys due and payable to the Corporation from any source whatsoever;

(iv) deposit all such moneys and other valuables to the credit of the Corporation in the name of the Corporation in such other depositories as shall be designated by the Board of Directors; and

(v) render to the Board of Directors, whenever the Board of Directors may require, an account of the financial condition of the Corporation;

(vi) issue all checks and withdraw all funds from the depositories as chosen by the Board of Directors, but any check or withdrawal in excess of Ten Thousand Dollars and No/100 (\$10,000.00) must also be signed by the President (or a Vice President in the absence of the President).

b. The Treasurer shall in general perform all the duties incident to the office of Treasurer and perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President.

c. There shall be kept by the Treasurer at such place or places as the President may designate from time to time (provided that, upon the reasonable request of any Director or other Officer the books shall be made available at one of the offices of the Corporation) just and true books of account in which shall be entered fully and accurately each and every financial transaction of the Corporation. Directors and officers shall have access to the books thereto at all reasonable times. The books shall be kept on the cash receipts and disbursements method or on the accrual method, and for such accounting year (calendar or fiscal), as the Board of Directors shall determine. The Treasurer shall cause the Corporate accountants to prepare and timely file all returns and reports for the Corporation required by the Internal Revenue Service and by any other taxing authority with jurisdiction over the affairs of the Corporation, and shall cause to be furnished each Director and officer a copy of such returns and reports. Any Director may request that the accountants of the Corporation conduct an audit of the books of account of the Corporation, provided that the results of such audit are supplied to every Director and officer of the Corporation, if requested, and provided further that the cost of such audit is paid for by the party so requesting it.

SECTION 15.10 SECRETARY.

a. The Secretary shall:

(i) keep the minutes of all meetings of the Board of Directors and committees of the Board in one or more books provided for that purpose;

(ii) see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law;

(iii) be custodian of the corporate records and of the seal of the Corporation and affix and attest the seal to all certificates for shares of the Corporation (unless the seal of the Corporation on such certificates shall be a facsimile, as hereinafter provided) and affix and attest the seal on all other documents to be executed on behalf of the Corporation; and

(iv) see that books, reports, statements, certificates, and other documents and records required by law to be kept and filed are properly kept and filed.

(b) The Secretary shall in general perform all duties incident to the office of Secretary and perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President.

SECTION 15.11 ASSISTANT TREASURER. The Assistant Treasurer, or if there shall be more than one, the Assistant Treasurers in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Treasurer or in the event of his inability or refusal to act, perform the duties and exercise the

powers of the Treasurer and shall perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President. Assistant Treasurer may only sign checks in excess of \$10,000 (or series of checks to the same or related party in excess of \$10,000) if also signed by the President.

SECTION 15.12 ASSISTANT SECRETARY. The Assistant Secretary, or if there be more than one, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Secretary or in the event of his inability or refusal to act, perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President.

SECTION 15.13 OFFICERS' BONDS OR OTHER SECURITY. If required by the Board of Directors, any officer of the Corporation shall give a bond or other security for the faithful performance of his duties, in such amount and with such surety as the Board of Directors may require.

ARTICLE XVI

DISSOLUTION

SECTION 16.01 DISSOLUTION. The Corporation may be voluntarily dissolved by the Board of Directors if approved by the affirmative vote of two-thirds (2/3) of the Directors. The Directors should only take action after obtaining an advisory vote in favor of dissolution from at least two-thirds (2/3) of the Members. If the action to dissolve is taken prior to the first organizational meeting of the Board of Directors then a majority of the incorporators must approve the dissolution. If the action to dissolve is taken after the Board of Directors organizational meeting, then an affirmative vote of two-thirds (2/3) of the Board of Directors must authorize the dissolution of the Corporation. After an affirmative vote by the Directors to dissolve the Corporation, notice must be provided to the creditors that the corporation is being dissolved within thirty (30) days after the Members' meeting in addition to any other notices required by . The Articles of Dissolution must be filed with the District of Columbia. Upon the acceptance of the Articles by the District of Columbia, the Corporation will be officially dissolved.

ARTICLE XVII

INDEMNIFICATION

SECTION 17.01 INDEMNIFICATION. Except as otherwise provided hereinafter, each person who has served, serves or shall serve at any time as a Director, Member, officer, director, employee or agent of the Corporation or the School shall, to the extent permitted by law and without prejudice to any other right he might have, be entitled to be reimbursed by the Corporation for, and indemnified by the Corporation against, all costs and expenses reasonably incurred by him, including, without limitation, reasonable attorney's fees and court costs, in connection with any claim made, or any action, suit or proceeding threatened or brought against

him, in which he may be involved as a party or otherwise, by reason of any action alleged to have been taken or omitted by him as such Director, Member, Trustee, officer, director, employee or agent, whether or not he continues to be such at the time of incurring such costs and expenses, including amounts paid or incurred by him in connection with reasonable settlement of any such claim, action suit or proceeding. No person shall be so reimbursed and indemnified in relation to any matter which has been made the subject of a settlement, except with the approval of a majority of the disinterested Directors then in office or of a court of competent jurisdiction. Any rights to reimbursement and indemnification granted under this Article to any person shall extend to his executors, administrators and legal representatives. No such reimbursement and indemnification shall be provided for any person with respect to any matter as to which he shall be finally adjudged in any action, suit or other proceeding, to be negligent not to have acted in good faith in the reasonable belief that his action was in the best interests of the Corporation. Reimbursement or indemnification hereunder may in the discretion of the Directors include payments by the Corporation of costs and expenses incurred in defending a civil or criminal action, suit or other proceeding in advance of the final disposition of such action, suit or other proceeding, upon receipt of a binding undertaking by the person indemnified to repay such payment if a majority of the disinterested Directors then in office or a court of competent jurisdiction finally adjudges that he is not entitled to reimbursement or indemnification hereunder. Nothing herein contained is intended to, or shall, prevent a settlement by the School prior to final adjudication, of any claim against it, including a claim for reimbursement or indemnification under the Article, when such settlement appears to be in the best interests of the Corporation. The provisions of this Article shall be binding on the Corporation and each person claiming reimbursement or indemnification hereunder to the same extent as if they were agreed to in a written contract between the School and such person. No Director, Member, Trustee, officer, director, employee or agent of the Corporation or School shall be liable to anyone or making in good faith any determination of finding or reaching any conclusion as to the existence or absence of liability of the Corporation or School hereunder or as to facts relative thereto or for making or refusing to make any payment pursuant to this Article in reliance upon advice of counsel.

ARTICLE XVIII

GENERAL PROVISIONS

SECTION 18.01 BOOKS AND RECORDS. The Corporation shall keep correct, current and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors and Members, and shall keep at its registered office or principal place of business, a record of its Directors and Members, including the names and addresses of all Directors, Members and Officers.

SECTION 18.02 ANNUAL STATEMENT. The Board of Directors shall mail to each Director and Member of record, at least ten (10) days before each annual meeting, a full and clear statement of the business and condition of the Corporation including a reasonably detailed balance sheet, income statement, surplus statement, and statement of changes in financial position, for the last fiscal year and for the prior fiscal year, all prepared in conformity with generally accepted accounting principles applied on a consistent basis.

SECTION 18.03 CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 18.04 LOANS. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loans will be made by the Corporation to its Directors or officers.

SECTION 18.05 CHECKS, NOTES, DRAFTS, ETC. All checks, notes, drafts or other orders for the payment of money of the Corporation, shall be signed, endorsed or accepted in the name of the Corporation by such officer, officers, person or persons authorized by these Bylaws or as from time to time may be designated by the Board of Directors or by an officer or officers authorized by the Board of Directors to make such designation. Any check in excess of Ten Thousand and No/100 Dollars (\$10,000.00) (or series of checks to the same or related party in excess of Ten Thousand and No/100 Dollars (\$10,000.00)) will require two signatures of two officers which may include the President (or a Vice President in the absence of the President) and the Treasurer (or in the absence of the Treasurer, an Assistant Treasurer but only if also signed by the President).

SECTION 18.06 FISCAL YEAR. The fiscal year of the Corporation shall end on the last day of July and begin on the first day of August.

SECTION 18.07 SEAL. The Corporation seal (of which there may be one or more exemplars) shall contain the name of the Corporation and the name of its state of incorporation. The seal may be used by impressing it or reproducing a facsimile of it, or otherwise.

SECTION 18.08 RESIGNATION. Any Member, Director, committee member, officer or agent may resign by giving written notice to the President or the Secretary. The resignation shall take effect at the time specified therein, or immediately if no time is specified. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 18.09 AMENDMENT OF BYLAWS. These Bylaws may be altered, amended, or repealed at any meeting of the Board of Directors at which a quorum is present, by the affirmative vote of a two-thirds (2/3) of the Directors present at such meeting, provided notice of the proposed alteration, amendment, or repeal is contained in the notice of the meeting.

SECTION 18.10 CONSTRUCTION. Whenever the context so requires, the masculine shall include the feminine and neuter and the singular shall include the plural, and conversely. If any portion of these Bylaws shall be invalid or inoperative, then, so far as is reasonable and possible:

- (a) The remainder of these Bylaws shall be considered valid and operative, and

(b) Effect shall be given to the intent manifested by the portion held invalid or inoperative.

SECTION 18.11 HEADINGS. The headings are for organization, convenience and clarity. In interpreting these Bylaws, they shall be subordinated in importance to the other written material.

SECTION 18.12 RELATION TO ARTICLES OF INCORPORATION. These Bylaws are subject to, and governed by, the Articles. These Bylaws will be interpreted in accordance with and subject to the laws of the District of Columbia.

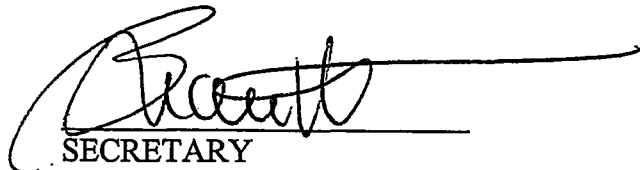
SECTION 18.13 NON-PROFIT. The Corporation is organized as a not-for-profit Corporation under the laws of the District of Columbia. The purposes of the Corporation are set forth in the Articles. The incorporators took great care in drafting the Articles of Organization and they may only be amended with the unanimous consent of the Board of Directors. The Board prior to taking such action should first seek the advisory vote from at least two-thirds (2/3) of the Members. It is the intent of the Corporation that it be non-profit and serve the local community. In that regard, the Directors of the Corporation and the Members shall support, encourage and pursue its non-profit status and in making any decisions continue to ensure that the purposes by and which the Corporation is formed are maintained.

SECTION 18.14 NONDISCRIMINATION. The School will admit students of any race, color, national origin, and ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the School. It will not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other School-administered programs. The School may from time to time adopt policies and procedures consistent with the foregoing.

ARTICLE XIX

ADOPTION

SECTION 19.01 ADOPTION OF BYLAWS. These Bylaws (herein "Bylaws") were adopted by the Board of Directors at a properly scheduled meeting as of the 23rd day of February, 2005.


SECRETARY

**ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
THE CORPORATION OF THE WASHINGTON LATIN SCHOOL**

TO: Department of Consumer and Regulatory Affairs
Business and Professional Licensing Administration
Corporations Division
941 North Capitol Street, N.E.
Washington, D.C. 20002

Pursuant to the provisions of the District of Columbia Nonprofit Corporation Act, the undersigned corporation hereby adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is THE CORPORATION OF THE WASHINGTON LATIN SCHOOL (the "Corporation").

SECOND: The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Nonprofit Corporation Act.

THIRD: The name of the Corporation is hereby changed to THE CORPORATION OF THE WASHINGTON LATIN SCHOOL - A PUBLIC CHARTER SCHOOL.

FOURTH: The amendment was adopted at a meeting of the directors held on MAY 26, 2006, at which a quorum was present, and received the vote of at least a majority of the votes entitled to be cast by directors, there being no members having voting rights in respect thereof.

Date: MAY 26, 2006

The Corporation of the Washington Latin School

By Jean P. Chan
Its President

ATTEST: Stephanie
Its Secretary

**ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
THE CORPORATION OF THE WASHINGTON LATIN SCHOOL**

TO: Department of Consumer and Regulatory Affairs
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FOURTH: The amendment was adopted at a meeting of the directors held on MAY 26, 2006, at which a quorum was present, and received the vote of at least a majority of the votes entitled to be cast by directors, there being no members having voting rights in respect thereof.

Date: MAY 26, 2006

The Corporation of the Washington Latin School

By Jeri P. Chanman
Its President

ATTEST: Stephen J. [Signature]
Its Secretary

BYLAWS

OF

THE CORPORATION OF THE WASHINGTON LATIN SCHOOL

February 23, 2005

JSM
5/26/00

BYLAWS

OF

The Corporation of The Washington Latin School

1. change Director to Governor

2. Change Member to Visitor (patron? - 9 from Geo Cranmer)

ARTICLE I

NAME

The name of the Corporation is The Corporation of The Washington Latin School (the "Corporation"). The Corporation has been incorporated under the laws of the District of Columbia.

ARTICLE II

PURPOSE

Consistent with the purposes set forth in the Articles of Incorporation (sometimes, the "Articles") of the Corporation, the primary purpose of the Corporation, shall be to establish and operate a charter school in the District of Columbia to be known as The Washington Latin School (the "School"). The primary goal of the School is instructing youth in the modern languages of English, French, Spanish and Chinese, in the Sciences, Mathematics and Technology, in the classical language of Latin, in the Classics and Global literature, in Rhetoric and Public Education, in the Visual and Performing Arts, in History and Civic Responsibility, in Athletics and in such other Arts, Letters and Sciences as may hereafter seem reasonably appropriate, and the performing of any and all lawful acts which may be necessary, useful, suitable or proper for the furtherance or accomplishment of the purposes of the Corporation or as otherwise permitted by the laws of the District of Columbia and in accordance with Section 501(c)(3) of the Code.

ARTICLE III

OFFICES

SECTION 3.01 PRINCIPAL OFFICE/RESIDENT AGENT. The principal office of the Corporation is located at 3131 Connecticut Avenue, N.W., Washington, D.C. 20008. The registered agent for the Corporation is Potomac Process Agents, Inc., and the registered office for the Corporation is Potomac Process Agents, Inc., Suite 1200, 1615 L Street, N.W., Washington, D.C. 20036. The Principal Office and the Resident Agent of the Corporation may be changed from time to time by the Board of Directors and by filing such change with the District of Columbia in accordance with the laws of such District.

SECTION 3.02 OTHER OFFICES. The Corporation may have such other offices, either within or without the District of Columbia, from time to time, as the Board of Directors (also to be known as "Governors") may determine or as the business of the Corporation may require.

ARTICLE IV

MEMBERS (VISITORS)

SECTION 4.01 MEMBERS. The Corporation will have Members. The Members may also be known as Visitors. There will not be less than three (3) and no more than seventy-five (75) Members of the Corporation. The initial Members of the Corporation will be The Reverend T. Robinson Ahlstrom, Mr. Glenn Kautt and Mr. John S. B. Oler.

SECTION 4.02 APPOINTMENT AND TERM. The Members (except for the initial Members designated in Section 4.01 above) will be nominated by the Headmaster and confirmed by the Board of Directors. Each Member will serve five (5) year terms. Consecutive terms are permissible. The Headmaster, at least ten (10) days prior to the annual meeting of the Board of Directors, will present a slate of proposed Members. The Board of Directors at its annual meeting will vote on each proposed Member and such Members will be appointed for a five (5) year term commencing as of the date of the annual meeting of the Board of Directors if approved of by the Board of Directors. The Board of Directors may appoint interim Members if there is a vacancy by a Member including, without limitation, because of resignation, death, disability or removal, who shall serve until the next annual meeting of the Board of Directors. Anytime that a person serves as an interim Member, it will not be included as part of the regular five (5) year term of a Member. Only natural persons over the age of eighteen (18) may serve as Members. In no event may there be more than seventy-five (75) Members. The interim Members will serve until the first annual meeting of the Board of Directors and they may be appointed for a full five (5) year term. The Headmaster will be a Member for as long as he or she is the Headmaster regardless of the length of the term. The Board of Directors will have the right to remove any Member at any time for any reason. *Ex Com, with*

SECTION 4.03 SUGGESTED QUALIFICATIONS. The Corporation will seek Members who are distinguished citizens from throughout the United States and beyond. The Members will be expected to offer advice and counsel to the Headmaster and the Board of Directors, garner material support for the School(s) operated by the Corporation, and to carry the mission and message of the Corporation to the general public.

SECTION 4.04 PLACE OF MEETINGS. Meetings of the Members shall be held at such place or places within or without the District of Columbia, as the Board of Directors may from time to time determine or as shall be specified in the notice of any such meeting.

Governors
SECTION 4.05 VOTING. *Visitors* The Members shall have the right to elect the Board of Directors and will have no other voting authority of any kind. The Board of Directors may from time to time seek the advice of the Members on matters concerning the Corporation or the School but such advice will be advisory in nature only and not be binding on the Board of Directors or the Corporation. It is expected that, except for election of the Board of Directors, the Members will have no voting authority.

SECTION 4.06 ANNUAL MEETING. There will be an annual meeting of the Members held at 10:00 a.m. on the last Friday of May or the preceding Thursday if designated by the President, or at such other reasonable date, time and place within the District of Columbia as shall be designated by the President and set forth in a notice to the Members. Additionally, regular meetings of the Members may be held at such time and place as shall from time to time be determined by the Board, so long as all of the Members are provided notice as to when regular meetings are to take place.

SECTION 4.07 SPECIAL MEETINGS. Special meetings of the Members may be called by the President. Upon written request by at least five (5) Directors or one-third (1/3) of the Members, the President shall call a special meeting. The person or persons authorized to call special meetings of the Members may fix any place, either within or without the District of Columbia, as the place for holding any special meeting of the Members called by them.

SECTION 4.08 NOTICE. Notice of special meetings shall be mailed by first-class mail, postage prepaid, to each Member, addressed to him at his residence or usual place of business at least three (3) days before the day on which such meeting is to be held or shall be sent addressed to him at such place by telecopier, e-mail (provided that proof of delivery has been received prior to the meeting) or other similar means or be delivered to him personally or be given to him by telephone or other similar means, at least forty-eight (48) hours before the time at which such meeting is to be held. Each Member will be given at least ten (10) days prior notice of the Annual Meeting of the Members. Notice of any such meeting need not be given to any Member who shall, either before or after the meeting, submit a signed waiver of notice or who shall attend such meeting, except when he shall attend for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Except as otherwise required by statute or these Bylaws, neither the business to be transacted at, nor the purpose of any regular or special meeting of the Members need be specified in the notice of the meeting or waiver of notice, unless the adjournment is for more than thirty (30) days.

SECTION 4.09 QUORUM. A majority of the number of Members then in office shall constitute a quorum for transaction of business at any meeting of the Members, and except as otherwise expressly required by statute, the Articles of Incorporation or these Bylaws, the act of a majority of the Members present at any meeting at which a quorum is present shall be the act of the Members. If less than a quorum of Members are present at said meeting, the Members present may adjourn the meeting from time to time without further notice, unless the adjournment is for more than thirty (30) days.

Quorum
Visitor

SECTION 4.10 REMOVAL. Any Member may be removed either with or without cause at any special or annual meeting of the Board of Directors for which a quorum is present by an affirmative vote of a majority in number of the Directors present, in person or by proxy, at such meeting and entitled to vote for the election of such Members if notice of intention to act upon such matter shall have been given in the notice calling such meeting.

SECTION 4.11 ACTION WITHOUT MEETING. Any action which may be taken at a meeting of the Members, may be taken without a meeting if a consent in writing setting forth the

action so taken is signed by all the Members entitled to vote with respect to the subject matter thereof. Any such consent signed by all the Members shall have the same effect as a unanimous vote and may be stated as such in any document filed with the Secretary of the Corporation.

SECTION 4.12 COMPENSATION. The Members will not be compensated for serving as Members and will not be entitled to reimbursement for out of pocket expenses incurred directly by serving as Members. No compensation or reimbursement will be provided for travel, lodging or food expenses, incurred with attendance at an Annual or Special Meeting of the Members. The Board, in its reasonable discretion, may approve, but will not be required to approve, of reimbursement for any unusual or unforeseen expenses incurred by a Member.

SECTION 4.13 PRESUMPTION OF ASSENT. A Member of the Corporation who is present at a meeting of the Members at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless he announces his dissent at the meeting. His dissent also must be entered in the minutes of the meeting unless he shall file his written dissent to such action with the person acting as the Secretary of the meeting within twenty four (24) hours before the adjournment thereof or he forwards such dissent by certified mail, return receipt requested, to the Secretary of the Corporation within twenty four (24) hours after the adjournment of the meeting.

SECTION 4.14 PROCEDURE. The Members shall keep regular minutes of its proceedings. The minutes shall be placed in the minute book of the Corporation.

SECTION 4.15 TELEPHONE AND SIMILAR MEETINGS. Members may participate in and hold a meeting by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in such meeting shall constitute presence in person at the meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE V

DIRECTORS

SECTION 5.01 GENERAL POWERS. The business and affairs of the Corporation shall be managed by its Board of Directors (individually, "Directors"), except for those powers conferred and/or reserved to the Members (if any) by law, by the Articles or these Bylaws. The Directors shall also be known as Governors.

SECTION 5.02 NUMBER, TENURE, AND QUALIFICATIONS. The Board of Directors shall consist of fifteen (15) Directors none of whom need be residents of the District of Columbia. There shall not be an even number of Directors on the Board. The Directors will be elected for a term of five (5) years except as otherwise provided by these Bylaws. The number of Directors will remain set until changed by a vote of Directors as provided for herein. Any decrease in the set number of Directors due to vacancies will be adjusted pursuant to Section 5.10 below. The number of Directors may be increased or decreased by amending the

Bylaws but no decrease shall have the effect of shortening the term of any incumbent Director and there may not be less than seven (7) Directors. In no event may there be more than fifteen (15) Directors. Notwithstanding anything herein to the contrary, until the first meeting of the Members, the Corporation may have three (3) Directors who shall be the individuals named in the Articles of Incorporation. Any Directorship to be filled by reason of an increase in the number of Directors shall be filled by election at an annual meeting or special meeting of the Members by the affirmative vote of a majority of the Members at the annual meeting of the Members or at any other meeting of the Members called for such purpose. Each Director elected shall hold office until the next annual meeting of the Members but can remain in office until his successor shall be elected and shall qualify.

SECTION 5.03 ELECTIONS. Subject to the provisions of this Section 5.03, the Directors will be elected by the Members at the annual meeting (or a special meeting) of the Members, subject to the provisions of Section 5.10 below. Subject to Section 5.02, there will be fifteen (15) Directors in all. Twelve (12) of the Directors will be elected by the Members. In addition, the Headmaster, the President of the Alumni Affairs and Development Committee and the President of the Community Council will also be Directors. The Nominating Committee will submit its nominations to the Members for their consideration. The Members will first consider selection of Directors submitted by the Nominating Committee. Nothing will prevent the Members from selecting Directors not on the list submitted by the Nominating Committee. It will be the general policy, but not a requirement, that at least one-half (1/2) of the Directors will be serving their first term. The President may serve more than two (2) consecutive five (5) year terms. The service of a partial term of two (2) years or less will not be considered in the calculation of consecutive terms. The Headmaster will serve as a Director for so long as he is the Headmaster. No person except by a two-thirds (2/3) vote of the Members may serve as a Director after attaining the age of seventy (70); but, this provision will not prevent the election as a Director of a person under seventy (70) to serve until the age of seventy. The President may also only serve for two consecutive five (5) year terms, except if he is serving as President at the end of a second full term he may be elected to a third term subject to the preceding age limitations. If the office of the Headmaster shall be at any time vacant, the Acting Headmaster (if any) shall serve as a Director so long as he is the Acting Headmaster. Only natural persons over the age of eighteen (18) may serve as Directors.

SECTION 5.04 PLACE OF MEETINGS. Meetings of the Board of Directors shall be held at such place or places within or without the District of Columbia, as the Board of Directors may from time to time determine or as shall be specified in the notice of any such meeting.

SECTION 5.05 FIRST MEETING. The Board of Directors shall meet for the first time for the purpose of organization, the election of officers, and the transaction of other business as soon as practicable after the approval of the Article of Incorporation by the District of Columbia.

SECTION 5.06 ANNUAL MEETING/REGULAR MEETINGS. There will be an annual meeting of the Board of Directors immediately following the annual meeting of the Members or as soon as possible following such annual meeting. There will also be at least three (3) regular meetings annually of the Board of Directors at the offices of the Corporation, a Winter meeting on the first Friday of March or the preceding Thursday if designated by the President, a Spring

Meeting on the last Friday in May, or the preceding Thursday if designated by the President, and a Fall Meeting on the Second Friday in November, or the preceding Thursday, if designated by the President, at 10:00 a.m., or at such other reasonable date, time and place within the District of Columbia as shall be designated by the President and set forth in a notice to the Board of Directors. Additionally, regular meetings of the Board of Directors may be held at such time and place as shall from time to time be determined by the Board, so long as the entire Board is provided notice as to when such regular meetings are to take place.

SECTION 5.07 SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by the President. Upon written request by at least five (5) Directors, the President shall call a special meeting. The person or persons authorized to call special meetings of the Board of Directors may fix any place, either within or without the District of Columbia, as the place for holding any special meeting of the Board of Directors called by them.

SECTION 5.08 NOTICE. Notice of special meetings shall be mailed by first-class mail, postage prepaid, to each Director, addressed to him at his residence or usual place of business as shown on the Corporation's records at least three (3) days before the day on which such meeting is to be held or shall be sent addressed to him at such place by telecopier, e-mail (provided that proof of delivery has been received prior to the meeting) or other similar means or be delivered to him personally or be given to him by telephone or other similar means, at least forty-eight (48) hours before the time at which such meeting is to be held. Each Director will be given at least ten (10) days prior notice of the Annual and each Regular Meeting. Notice of any such meeting need not be given to any Director who shall, either before or after the meeting, submit a signed waiver of notice or who shall attend such meeting, except when he shall attend for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Except as otherwise required by statute or these Bylaws, neither the business to be transacted at, nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice of the meeting or waiver of notice, unless the adjournment is for more than thirty (30) days.

SECTION 5.09 QUORUM. A majority of the number of Directors then in office shall constitute a quorum for transaction of business at any meeting of the Board of Directors, and except as otherwise expressly required by statute, the Articles of Incorporation or these Bylaws, the act of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors. If less than a majority of such number of Directors are present at said meeting, the Directors present may adjourn the meeting from time to time without further notice, unless the adjournment is for more than thirty (30) days.

SECTION 5.10 VACANCIES. Any vacancies occurring in the Board of Directors (by death, resignation, removal or otherwise) shall be filled by the President subject to confirmation by the Board of Directors at the next Annual Meeting (or either a regular meeting, or a special meeting called for that purpose). A replacement Director will be voted on at the next annual meeting of the Members or a meeting held for such purpose the intent being to have a replacement as soon as possible.

SECTION 5.11 REMOVAL. Any Director may be removed for cause at any special or annual meeting of the Directors for which a quorum is present by an affirmative vote of a majority in number of the Directors present, in person or by proxy, if notice of intention to act upon such matter shall have been given in the notice calling such meeting. The Directors should only take action after obtaining an advisory vote from the Members to remove the Director in question.

SECTION 5.12 ACTION WITHOUT MEETING. Any action required by statute to be taken at a meeting of the Board of Directors, or any other action which may be taken at a meeting of the Board of Directors, may be taken without a meeting if a consent in writing setting forth the action so taken is signed by all the Directors entitled to vote with respect to the subject matter thereof. Any such consent signed by all the Directors shall have the same effect as a unanimous vote and may be stated as such in any document filed with the Secretary of the Corporation.

SECTION 5.13 COMPENSATION. The Directors will not be compensated for serving on the Board but will be entitled to reimbursement for unusual extraordinary expenses that are incurred directly by serving on the Board. No compensation or reimbursement will be provided for travel, lodging or food expenses, incurred with attendance at an Annual, Regular or Special Meeting of the Board of Directors. All such expenses are subject to the approval of the Board of Directors, which approval will not be unreasonably or untimely withheld.

SECTION 5.14 PRESUMPTION OF ASSENT. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless he announces his dissent at the meeting. His dissent also must be entered in the minutes of the meeting unless he shall file his written dissent to such action with the person acting as the Secretary of the meeting within twenty four (24) hours before the adjournment thereof or he forwards such dissent by certified mail, return receipt requested, to the Secretary of the Corporation within twenty four (24) hours after the adjournment of the meeting.

SECTION 5.15 PROCEDURE. The Board of Directors shall keep regular minutes of its proceedings. The minutes shall be placed in the minute book of the Corporation.

SECTION 5.16 TELEPHONE AND SIMILAR MEETINGS. Directors and committee members may participate in and hold a meeting by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in such meeting shall constitute presence in person at the meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE VI

COMMITTEES

SECTION 6.01 STANDING COMMITTEES. At, or promptly after, the Annual Meeting of the Board of Directors, the Board shall annually appoint the following standing committees of the Board of Directors:

1. The Executive Committee
2. The Budget and Finance Committee
3. The Investment Committee
4. The Building and Grounds Committee
5. The Education and Appointments Committee
6. The Alumni Affairs and Development Committee
7. The Nominating Committee

SECTION 6.02 SPECIAL COMMITTEES. The Board may appoint any special committees which are, in its reasonable judgment, required for any reason. Special committees may include both Directors and those who are not Directors, with votes to be separately recorded if action of the committee is not unanimous.

SECTION 6.03 COMMITTEE MEMBERSHIP. The President and the Headmaster shall be members *ex officio*, with power to vote, of all standing committees, and unless otherwise determined with good defensible cause, of all special committees. Except as otherwise provided herein, *ex officio* Members shall count toward a quorum. The President shall be chairman of the Board of Directors, but neither the President nor the Headmaster shall be chairman of any other standing committee.

SECTION 6.04 MEETINGS. As promptly after the Annual Meeting of the Board of Directors as may be convenient, the President and the Chairman of each of the standing and special committees shall jointly prepare and circulate to the Directors a schedule of regular meetings of the Directors and of meetings of standing and special committees to be held in the interval prior to the next annual meeting. While the committees shall in general be expected to adhere to this schedule, the call of each meeting shall be made by the chairman of each committee at his or her direction. No specific period of notice shall be required, but the chairman of each committee shall have due regard for the need of a quorum at each committee meeting.

ARTICLE VII

EXECUTIVE COMMITTEE

SECTION 7.01 EXECUTIVE COMMITTEE. The Corporation will have an Executive Committee.

SECTION 7.02 NUMBER; QUALIFICATION; TERM. The Executive Committee shall consist of the President, any Vice Presidents, the Headmaster and at least one other Director selected by the Board. The Executive Committee shall serve at the pleasure of the Board of Directors. At each meeting of the Board of Directors, the Executive Committee will report in writing on all actions taken.

SECTION 7.03 AUTHORITY. The Executive Committee, to the extent provided in any resolutions of the Board of Directors, shall have and may exercise all of the authority of the Board of Directors in the management of the business and affairs of the Corporation, including authority over the use of the corporate seal. The Executive Committee in its reasonable discretion will not take any action, best left for the Board of Directors. In no event, will the Executive Committee have the authority of the Board in reference to:

- (1) amending the articles of incorporation;
- (2) approving a plan of merger or consolidation;
- (3) recommending to the Directors the sale, lease or exchange of all or substantially all of the property and assets of the Corporation;
- (4) recommending to the Directors a voluntary dissolution of the Corporation or a revocation thereof;
- (5) amending, altering, or repealing these Bylaws or adopting new Bylaws;
- (6) filling new vacancies in or removing members of the Board of Directors or of any committee appointed by the Board of Directors;
- (7) fixing the compensation of any member of such committee as such;
- (8) altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be so amendable or repealable; or
- (9) appointing any officers or Directors;
- (10) removing or appointing the Headmaster;
- (11) taking any action that materially affects the School or its property; or
- (12) engaging in any activity or approving any matter that materially affects the purposes of the Corporation.

SECTION 7.04 REMOVAL. Any member of the Executive Committee may be removed by the Board of Directors by the affirmative vote of a majority of the whole Board, whenever in its judgment the best interests of the Corporation will be served thereby.

SECTION 7.05 VACANCIES. A vacancy occurring in the Executive Committee (by death, resignation, removal or otherwise) may be filled by the President subject to confirmation by the Board of Directors at the next Annual Meeting (or either a regular meeting or a special meeting called for that purpose.)

SECTION 7.06 MEETINGS. Time, place and notice (if any) of Executive Committee meetings shall be determined pursuant to Bylaw 6.04 above.

SECTION 7.07 QUORUM; UNANIMOUS VOTE. At meetings of the Executive Committee, all of the members of the Executive Committee shall constitute a quorum for the transaction of business. Only the unanimous vote shall be the act of the Executive Committee, except as otherwise specifically provided by statute, the Corporation's articles of incorporation, or these Bylaws. If a quorum is not present at a meeting of the executive committee, the members present may adjourn the meeting from time to time without notice other than an announcement at the meeting until a quorum is present.

SECTION 7.08 COMPENSATION. No member of such Committee will be compensated except that any member will be entitled to reimbursement for extraordinary expenses in accordance with the procedures outlined in Bylaw 5.13 above.

SECTION 7.09 PROCEDURE. The Executive Committee shall keep regular minutes of its proceedings and report the same to the Board of Directors when required. The minutes of the proceedings of the Executive Committee shall be placed in the minutes book of the Corporation.

SECTION 7.10 ACTION WITHOUT MEETING. Any action required or permitted to be taken at a meeting of the Executive Committee may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all the members of the Executive Committee. Such consent shall have the same force and effect as a unanimous vote in a meeting. The signed consent, or a signed copy, shall be placed in the minute book.

SECTION 7.11 TELEPHONE AND SIMILAR MEETINGS. Meetings may be held in the same fashion as stated by Bylaw 5.16 above.

SECTION 7.12 RESPONSIBILITY. The designation of an Executive Committee and the delegation of authority to it shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed upon it or him by law.

ARTICLE VIII

THE BUDGET AND FINANCE COMMITTEE

SECTION 8.01 BUDGET AND FINANCE COMMITTEE. The Budget and Finance Committee shall consist of not fewer than two Directors, in addition to the President and Headmaster. The President shall appoint the Chairman.

SECTION 8.02 PURPOSES. The Budget and Finance Committee shall watch over the general policies of the Corporation as to its financial affairs.

SECTION 8.03 AUTHORITY. As early as practicable in each fiscal year, the Headmaster shall submit to the Budget and Finance Committee the proposed budget for the next fiscal year. The budget shall show operating and capital items separately. After such consultation with other Committees as it may deem appropriate, the Committee shall approve or modify the budget and forward it to the Investment Committee as promptly as possible. At their winter meeting, if practicable, and otherwise at their spring meeting, the Directors shall consider the budget as proposed by the Budget and Finance Committee, together with the comments of the Investment Committee thereon, and, after such amendments of modification as the Directors shall determine, shall adopt the budget. After adopting the budget, the Directors may, if desirable, amend it from time to time on the recommendation of the Budget and Finance Committee.

SECTION 8.04 ACTIONS. The Budget and Finance Committee, on the recommendation of the Headmaster, or without his recommendation if circumstances warrant,

(1) shall examine proposed major financial and capital transactions not included in the approved budget, and make recommendations for action by the Directors, their examination of the recommendations of other Committees of the Directors to be limited to financial reports only,

(2) shall periodically review the effectiveness of the School's system of financial control and accounting, and recommend action to the Directors, and

(3) shall report to the Directors at each meeting on the relationship of the current financial condition to the current budget, both operating and capital.

SECTION 8.05 MEETINGS. The Budget and Finance Committee shall meet on call of its chairman. Chairman will use reasonable efforts to schedule meetings when most convenient for its members. A majority of the Committee, not including the Headmaster, shall be a quorum.

ARTICLE IX

THE INVESTMENT COMMITTEE

SECTION 9.01 INVESTMENT COMMITTEE. The Investment Committee shall consist of not fewer than two Directors, in addition to the President and Headmaster. The President shall appoint the chairman.

SECTION 9.02 PURPOSES. The Investment Committee shall watch over the endowment funds of the School, to the end that they may wisely and profitably invested.

SECTION 9.03 ACTIONS. Subject to the direction or approval of the Directors, the Investment Committee,

- (1) shall periodically review the Corporation's portfolios of investment securities and other assets held for investment.
- (2) may, on behalf of the Directors, sell, manage and purchase investments (including investment real estate as well as securities and other kinds of assets) for the account of the School in accordance with their judgment as to the best interests of the school, relying to the extent they deem advisable on recommendations of the Schools' professional investment advisers,
- (3) shall, at each regular meeting of the Directors, report purchases, sales and other transactions completed since the last regular meeting,
- (4) may make recommendations to the Directors, or seek the instruction of the Directors, as to the general policy to be followed in the management of the School's endowment funds, in the light of current and future operating and capital requirements, and
- (5) shall consider, and recommend approval or modification of, the budget as provided in these Bylaws.

ARTICLE X

THE BUILDING AND GROUNDS COMMITTEE

SECTION 10.1 BUILDING AND GROUNDS COMMITTEE. The Buildings and Grounds Committee shall consist of not fewer than two Directors, in addition to the President and the Headmaster. The President shall appoint the Chairman.

SECTION 10.2 PURPOSES. The Building and Grounds Committee shall watch over the School's building and grounds, and their furniture and equipment, to assure the provision and maintenance of physical facilities for the educational and program needs of the School.

SECTION 10.3 ACTIONS. The Building and Grounds Committee, on the recommendation of the Headmaster, or without his recommendation of circumstances warrant,

- (1) shall periodically inspect the School's buildings and grounds and their furniture and equipment,
- (2) shall propose, for action by the Directors, policies or transactions relating to the purchase, sale or rental of real estate (other than investment real estate) having due regard for both the educational needs and financial realities of the School,

- (3) shall propose, for action by the Directors, plans, designs and specifications for new facilities and substantial renovations, construction contracts with contractors and agreements with architects and others as required for such new facilities or renovations which proposal will include to the extent possible reasonable cost estimates, and
- (4) shall periodically review the effectiveness of the School's program of maintenance and upkeep of buildings, grounds, furniture and equipment, and recommend action to the Directors.

Recommendations of the Committee which require the expenditure of funds shall be made with due regard for the current budget and if such expenditures are not provided for therein shall be made after consultation with the Budget and Finance Committee or its chairman. Any recommendations are subject to approval by the Board of Directors.

SECTION 10.4. MEETINGS. The Building and Grounds Committee shall meet on call of its chairman. A majority of the members of the Committee, not including the Headmaster, shall be a quorum, except if there are only two Directors on the Committee, excluding the Headmaster then both Directors must be present for a quorum.

ARTICLE XI

THE EDUCATION AND APPOINTMENTS COMMITTEE

SECTION 11.1 EDUCATION AND APPOINTMENTS COMMITTEE. The Education and Appointments Committee shall consist of not fewer than two Directors, in addition to the President and the Headmaster. The President and Headmaster shall agree on the appointment of the Chairman.

SECTION 11.2 PURPOSES. The Education and Appointments Committee shall watch over the general policies of the School as to all matters concerning with the relationship of the School with its administration, faculty, student and its non-academic employees.

SECTION 11.3 ACTIONS. The Education and Appointments Committee, on the recommendation of the Headmaster, or without his recommendation if extraordinary circumstances warrant, shall examine all matters related to,

- (1) the hiring, continued employment, terms of employment and retirement of faculty and all other employees of the School
- (2) admissions policy, curricula, diploma requirements and other academic matters,

- (3) articulated relationships with other cultural and educational institutions, agencies and associations, and
- (4) all matters of student and faculty life at the School.

The Committee shall make such recommendations to the Directors as it deems appropriate. The recommendations of the Committee will be advisory only subject to approval by the Board of Directors.

Recommendations of the Committee which require the expenditure of funds shall be made with due regard for the current financial state of the School, and if such expenditures are not provided for in the relevant budget, shall be made only after consultation with the Budget and Finance Committee or its chairman and approved by the Board of Directors.

SECTION 11.4 AUTHORITY. All academic appointments shall be made in conscience conformity to criteria clearly lined out in the School's Charter, and no administrator, instructor or coach shall be employed who does not evidently meet those standards.

SECTION 11.5 MEETINGS. The Education and Appointments Committee shall meet on call of its chairman. The Headmaster and any two other members of the Committee shall be a quorum.

ARTICLE XII

THE ALUMNI AFFAIRS AND DEVELOPMENT COMMITTEE

SECTION 12.1 ALUMNI AFFAIRS AND DEVELOPMENT COMMITTEE. The Alumni Affairs and Development Committee shall consist of not fewer than two Directors, in addition to the President and the Headmaster. The President shall appoint the chairman.

SECTION 12.2 PURPOSES. The Alumni Affairs and Development Committee shall watch over all matters relating to the School's relations with its Alumni and its efforts of institutional advancement including the annual fund and all special operating and capital campaigns.

SECTION 12.3 ACTIONS. The Alumni Affairs and Development Committee, on the recommendation of the Headmaster, or without his recommendation of circumstances warrant,

- (1) shall periodically inspect the School's fund raising programs including but not limited to major donor solicitation, corporate and foundation relations, community affairs, planned giving and estate management,
- (2) shall periodically review all programs of message management, public relations, media affairs and community outreach, and

- (3) shall propose, for action by the Directors, policies, programs, methods and plans for developing and fostering a close and cordial relationship with the School's alumni, parents and friends with the intention of obtaining material support to finance the School's immediate operations and long-term goals.

Recommendations of the Committee which require the expenditure of funds shall be made with due regard for the current budget and if such expenditures are not provided for therein shall be made after consultation with the Budget and Finance Committee or its chairman and approved by the Board of Directors.

SECTION 12.4 MEETINGS. The Alumni Affairs and Development Committee shall meet on call of its chairman. Two members of the Committee, not including the Headmaster, shall be a quorum.

ARTICLE XIII

THE NOMINATING COMMITTEE

SECTION 13.1 THE NOMINATING COMMITTEE. The Nominating Committee shall consist of one or two Directors, in addition to the President and the Headmaster. The President shall appoint the Chairman.

SECTION 13.2 PURPOSES. The Nominating Committee shall regularly maintain a list of potential Directors, to the end that candidates may at all times be available to fill vacancies among the Directors, whether occurring by reason of the expiration of terms or otherwise. Every Director shall annually, at least forty-five (45) days prior to the spring meeting, submit to the chairman of the Committee the names of all persons who, in his or her judgment, should be included in said list.

SECTION 13.3 MEETINGS. At least fifteen (15) days prior to each spring meeting the Chairman of the Nominating Committee shall transmit to all the Directors a slate of nominees for election at the spring meeting in accordance with Section 2 of Article I. The Directors will submit such list, if for Directors, to the Members at least ten (10) days prior to the Annual Meeting of the Members.

SECTION 13.4 VACANCY. If a vacancy shall occur among the Directors other than by reason of the expiration of a term, the President shall immediately notify the Chairman of the Nominating Committee, who shall, at the next regular or special meeting of the Directors, present the name of a candidate, or the names of candidates, to fill such vacancy.

SECTION 13.5 ACTIONS. All actions of the Nominating Committee shall be unanimous before any recommendations are communicated to the Directors and no Committee quorum shall exist without the presence of the President and the Headmaster.

ARTICLE XIV

NOTICE

SECTION 14.01 METHOD. Whenever by statute the Articles of Incorporation, these Bylaws, or otherwise, notice is required to be given to a Member, Director or committee member, and no provision is made as to how the notice shall be given, it shall not be construed to mean personal notice, but any such notice shall be in writing and shall be given: (a) by personal delivery; (b) in writing by mail, postage prepaid, addressed to the Member, Director or committee member at the address appearing on the books of the Corporation; or (c) by facsimile if a copy is also mailed at the same time in accordance with provision 14.01(b) above. Any notice required or permitted to be given by mail shall be deemed given two (2) business days after the same is thus deposited in the United States mails. Notice of annual or regular meetings shall be sent by mail, unless unanimously waived in writing by the parties entitled to notice.

SECTION 14.02 WAIVER. Whenever, by statute or the Articles of Incorporation or these Bylaws, notice is required to be given to a Director, committee member, or Director, a waiver thereof in writing signed and dated by the person or persons entitled to such notice, whether before or after the time stated in such notice shall be equivalent to the giving of such notice. Attendance at a meeting shall constitute a waiver of notice of such meeting except where a person attends for express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE XV

OFFICERS

SECTION 15.01 NUMBER. The officers of the Corporation shall be elected by the Board of Directors and shall include a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors who may elect to have no Vice Presidents), a Treasurer, and a Secretary, and such Assistant Treasurers, Assistant Secretaries or other officers as the Board of Directors may determine. Any two or more offices may be held by the same person except the offices of President and Secretary.

SECTION 15.02 ELECTION AND TERM OF OFFICE. The initial officers of the Corporation shall be elected at the initial meeting of the Board of Directors. Thereafter, the officers of the Corporation shall be elected annually by the Board of Directors at its Annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. Vacancies may be filled or new offices filled at any meeting of the Board of Directors. Each officer shall hold office for one year and until his successor shall have been duly elected and shall have qualified or until his death or until he shall resign or shall have been removed in the manner hereinafter provided. Election or appointment of an officer or agent shall not of itself create contract rights.

SECTION 15.03 REMOVAL. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

SECTION 15.04 VACANCIES. Any vacancy in any office of the Corporation because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors.

SECTION 15.05 COMPENSATION. Officers will not be entitled to compensation except that any Officer will be entitled to reimbursement for expenses in accordance with the procedures outlined in Bylaw 5.13 above.

SECTION 15.06 PRESIDENT. The President shall be Chairman of the Board of Directors and will otherwise control all of the day-to-day business and affairs of the Corporation with all powers necessary, advisable or convenient to that end. The President shall preside at all meetings of the Board of Directors. He may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties as may be prescribed by the Board of Directors from time to time. The President will have power to hire and fire employees and agents of the Corporation, except for the Headmaster.

SECTION 15.07 HEADMASTER. The Headmaster is the chief executive officer of the Corporation. The Headmaster will oversee the day-to-day business and affairs of the School. He shall have all the powers and perform all the duties imparted him by law, by these Bylaws, and also such other powers and duties as may be incident to his office. Subject to the authority granted by the Board of Directors, the Headmaster will be responsible for the effective administration of the School. He shall be appointed by the Board of Directors to serve a mutually agreed upon term, or until such time as either he or the Board of Directors chooses to terminate or alter his terms of employment. He is entitled to receive reasonable compensation as determined by the Board of Directors. He may be removed at any time by the Board for any reason, by the affirmative vote of at least two-thirds (2/3) of the Directors at a meeting with at least two-thirds (2/3) of the Directors present. If he is removed prior to the end of his appointed term, he will be entitled, however, to the amount of compensation due to him for the remainder of his term, except if he was removed for cause. The words "for cause" in the preceding sentence will mean only the commission of a felony (formally indicted or convicted), gross dereliction of duty or legal or mental incompetency as determined by a court of law or in the case of incompetency by two independent medical doctors licensed to practice in the District of Columbia. The Corporation can require an examination by doctors of the Headmaster at the Corporation's expense. In the event of dismissal, resignation, disability or absence for periods of time that reasonably justifies a substitute (e.g., more than two (2) consecutive weeks, more than two (2) weeks during the academic calendar year or four (4) weeks in any annual period) the Board of Directors may select and appoint an Acting Headmaster until such time that the

Headmaster can return or a new Headmaster is selected. The Headmaster will serve on the Board of Directors. He shall oversee the day-to-day operations of the school. His duties will include, without limitation, selection of faculty, termination of faculty, approval of curriculum, student disciplinary matters and all issues reasonably related to the administration of the day-to-day activities of the School. The Board of Directors will retain absolute authority, however, in its discretion, to ratify or refute any action taken by the Headmaster. The Headmaster (and any Acting Headmaster) will be selected in strict uniformity with the letter and spirit of the Articles of Incorporation of the Corporation and these Bylaws.

SECTION 15.08 VICE-PRESIDENTS. In the absence of the President or in the event of his inability or refusal to act or upon delegation by the President, the Vice President (or in the event there may be more than one Vice President, the Vice Presidents in the order designated, or in the absence of any designation, then in the order of their election) shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all restrictions upon the President. Any Vice President shall perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President. The President will have the absolute right to delegate any or all matters including without limitation, supervision and control of all day-to-day business to one or more of the Vice President.

SECTION 15.09 TREASURER.

a. The Treasurer shall:

- (i) Have charge and custody of and be responsible for all funds and securities of the Corporation;
- (ii) keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation;
- (iii) receive and give receipts for moneys due and payable to the Corporation from any source whatsoever;
- (iv) deposit all such moneys and other valuables to the credit of the Corporation in the name of the Corporation in such other depositories as shall be designated by the Board of Directors; and
- (v) render to the Board of Directors, whenever the Board of Directors may require, an account of the financial condition of the Corporation;
- (vi) issue all checks and withdraw all funds from the depositories as chosen by the Board of Directors, but any check or withdrawal in excess of Ten Thousand Dollars and No/100 (\$10,000.00) must also be signed by the President (or a Vice President in the absence of the President).

b. The Treasurer shall in general perform all the duties incident to the office of Treasurer and perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President.

c. There shall be kept by the Treasurer at such place or places as the President may designate from time to time (provided that, upon the reasonable request of any Director or other Officer the books shall be made available at one of the offices of the Corporation) just and true books of account in which shall be entered fully and accurately each and every financial transaction of the Corporation. Directors and officers shall have access to the books thereto at all reasonable times. The books shall be kept on the cash receipts and disbursements method or on the accrual method, and for such accounting year (calendar or fiscal), as the Board of Directors shall determine. The Treasurer shall cause the Corporate accountants to prepare and timely file all returns and reports for the Corporation required by the Internal Revenue Service and by any other taxing authority with jurisdiction over the affairs of the Corporation, and shall cause to be furnished each Director and officer a copy of such returns and reports. Any Director may request that the accountants of the Corporation conduct an audit of the books of account of the Corporation, provided that the results of such audit are supplied to every Director and officer of the Corporation, if requested, and provided further that the cost of such audit is paid for by the party so requesting it.

SECTION 15.10 SECRETARY.

a. The Secretary shall:

(i) keep the minutes of all meetings of the Board of Directors and committees of the Board in one or more books provided for that purpose;

(ii) see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law;

(iii) be custodian of the corporate records and of the seal of the Corporation and affix and attest the seal to all certificates for shares of the Corporation (unless the seal of the Corporation on such certificates shall be a facsimile, as hereinafter provided) and affix and attest the seal on all other documents to be executed on behalf of the Corporation; and

(iv) see that books, reports, statements, certificates, and other documents and records required by law to be kept and filed are properly kept and filed.

(b) The Secretary shall in general perform all duties incident to the office of Secretary and perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President.

SECTION 15.11 ASSISTANT TREASURER. The Assistant Treasurer, or if there shall be more than one, the Assistant Treasurers in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Treasurer or in the event of his inability or refusal to act, perform the duties and exercise the

powers of the Treasurer and shall perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President. Assistant Treasurer may only sign checks in excess of \$10,000 (or series of checks to the same or related party in excess of \$10,000) if also signed by the President.

SECTION 15.12 ASSISTANT SECRETARY. The Assistant Secretary, or if there be more than one, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Secretary or in the event of his inability or refusal to act, perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as from time to time may be prescribed by the Board of Directors or delegated by the President.

SECTION 15.13 OFFICERS' BONDS OR OTHER SECURITY. If required by the Board of Directors, any officer of the Corporation shall give a bond or other security for the faithful performance of his duties, in such amount and with such surety as the Board of Directors may require.

ARTICLE XVI

DISSOLUTION

SECTION 16.01 DISSOLUTION. The Corporation may be voluntarily dissolved by the Board of Directors if approved by the affirmative vote of two-thirds (2/3) of the Directors. The Directors should only take action after obtaining an advisory vote in favor of dissolution from at least two-thirds (2/3) of the Members. If the action to dissolve is taken prior to the first organizational meeting of the Board of Directors then a majority of the incorporators must approve the dissolution. If the action to dissolve is taken after the Board of Directors organizational meeting, then an affirmative vote of two-thirds (2/3) of the Board of Directors must authorize the dissolution of the Corporation. After an affirmative vote by the Directors to dissolve the Corporation, notice must be provided to the creditors that the corporation is being dissolved within thirty (30) days after the Members' meeting in addition to any other notices required by . The Articles of Dissolution must be filed with the District of Columbia. Upon the acceptance of the Articles by the District of Columbia, the Corporation will be officially dissolved.

ARTICLE XVII

INDEMNIFICATION

SECTION 17.01 INDEMNIFICATION. Except as otherwise provided hereinafter, each person who has served, serves or shall serve at any time as a Director, Member, officer, director, employee or agent of the Corporation or the School shall, to the extent permitted by law and without prejudice to any other right he might have, be entitled to be reimbursed by the Corporation for, and indemnified by the Corporation against, all costs and expenses reasonably incurred by him, including, without limitation, reasonable attorney's fees and court costs, in connection with any claim made, or any action, suit or proceeding threatened or brought against

him, in which he may be involved as a party or otherwise, by reason of any action alleged to have been taken or omitted by him as such Director, Member, Trustee, officer, director, employee or agent, whether or not he continues to be such at the time of incurring such costs and expenses, including amounts paid or incurred by him in connection with reasonable settlement of any such claim, action suit or proceeding. No person shall be so reimbursed and indemnified in relation to any matter which has been made the subject of a settlement, except with the approval of a majority of the disinterested Directors then in office or of a court of competent jurisdiction. Any rights to reimbursement and indemnification granted under this Article to any person shall extend to his executors, administrators and legal representatives. No such reimbursement and indemnification shall be provided for any person with respect to any matter as to which he shall be finally adjudged in any action, suit or other proceeding, to be negligent not to have acted in good faith in the reasonable belief that his action was in the best interests of the Corporation. Reimbursement or indemnification hereunder may in the discretion of the Directors include payments by the Corporation of costs and expenses incurred in defending a civil or criminal action, suit or other proceeding in advance of the final disposition of such action, suit or other proceeding, upon receipt of a binding undertaking by the person indemnified to repay such payment if a majority of the disinterested Directors then in office or a court of competent jurisdiction finally adjudges that he is not entitled to reimbursement or indemnification hereunder. Nothing herein contained is intended to, or shall, prevent a settlement by the School prior to final adjudication, of any claim against it, including a claim for reimbursement or indemnification under the Article, when such settlement appears to be in the best interests of the Corporation. The provisions of this Article shall be binding on the Corporation and each person claiming reimbursement or indemnification hereunder to the same extent as if they were agreed to in a written contract between the School and such person. No Director, Member, Trustee, officer, director, employee or agent of the Corporation or School shall be liable to anyone or making in good faith any determination of finding or reaching any conclusion as to the existence or absence of liability of the Corporation or School hereunder or as to facts relative thereto or for making or refusing to make any payment pursuant to this Article in reliance upon advice of counsel.

ARTICLE XVIII

GENERAL PROVISIONS

SECTION 18.01 BOOKS AND RECORDS. The Corporation shall keep correct, current and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors and Members, and shall keep at its registered office or principal place of business, a record of its Directors and Members, including the names and addresses of all Directors, Members and Officers.

SECTION 18.02 ANNUAL STATEMENT. The Board of Directors shall mail to each Director and Member of record, at least ten (10) days before each annual meeting, a full and clear statement of the business and condition of the Corporation including a reasonably detailed balance sheet, income statement, surplus statement, and statement of changes in financial position, for the last fiscal year and for the prior fiscal year, all prepared in conformity with generally accepted accounting principles applied on a consistent basis.

SECTION 18.03 CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 18.04 LOANS. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loans will be made by the Corporation to its Directors or officers.

SECTION 18.05 CHECKS, NOTES, DRAFTS, ETC. All checks, notes, drafts or other orders for the payment of money of the Corporation, shall be signed, endorsed or accepted in the name of the Corporation by such officer, officers, person or persons authorized by these Bylaws or as from time to time may be designated by the Board of Directors or by an officer or officers authorized by the Board of Directors to make such designation. Any check in excess of Ten Thousand and No/100 Dollars (\$10,000.00) (or series of checks to the same or related party in excess of Ten Thousand and No/100 Dollars (\$10,000.00)) will require two signatures of two officers which may include the President (or a Vice President in the absence of the President) and the Treasurer (or in the absence of the Treasurer, an Assistant Treasurer but only if also signed by the President).

SECTION 18.06 FISCAL YEAR. The fiscal year of the Corporation shall end on the last day of July and begin on the first day of August.

SECTION 18.07 SEAL. The Corporation seal (of which there may be one or more exemplars) shall contain the name of the Corporation and the name of its state of incorporation. The seal may be used by impressing it or reproducing a facsimile of it, or otherwise.

SECTION 18.08 RESIGNATION. Any Member, Director, committee member, officer or agent may resign by giving written notice to the President or the Secretary. The resignation shall take effect at the time specified therein, or immediately if no time is specified. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 18.09 AMENDMENT OF BYLAWS. These Bylaws may be altered, amended, or repealed at any meeting of the Board of Directors at which a quorum is present, by the affirmative vote of a two-thirds (2/3) of the Directors present at such meeting, provided notice of the proposed alteration, amendment, or repeal is contained in the notice of the meeting.

SECTION 18.10 CONSTRUCTION. Whenever the context so requires, the masculine shall include the feminine and neuter and the singular shall include the plural, and conversely. If any portion of these Bylaws shall be invalid or inoperative, then, so far as is reasonable and possible:

- (a) The remainder of these Bylaws shall be considered valid and operative, and

(b) Effect shall be given to the intent manifested by the portion held invalid or inoperative.

SECTION 18.11 HEADINGS. The headings are for organization, convenience and clarity. In interpreting these Bylaws, they shall be subordinated in importance to the other written material.

SECTION 18.12 RELATION TO ARTICLES OF INCORPORATION. These Bylaws are subject to, and governed by, the Articles. These Bylaws will be interpreted in accordance with and subject to the laws of the District of Columbia.

SECTION 18.13 NON-PROFIT. The Corporation is organized as a not-for-profit Corporation under the laws of the District of Columbia. The purposes of the Corporation are set forth in the Articles. The incorporators took great care in drafting the Articles of Organization and they may only be amended with the unanimous consent of the Board of Directors. The Board prior to taking such action should first seek the advisory vote from at least two-thirds (2/3) of the Members. It is the intent of the Corporation that it be non-profit and serve the local community. In that regard, the Directors of the Corporation and the Members shall support, encourage and pursue its non-profit status and in making any decisions continue to ensure that the purposes by and which the Corporation is formed are maintained.

SECTION 18.14 NONDISCRIMINATION. The School will admit students of any race, color, national origin, and ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the School. It will not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other School-administered programs. The School may from time to time adopt policies and procedures consistent with the foregoing.

ARTICLE XIX

ADOPTION

SECTION 19.01 ADOPTION OF BYLAWS. These Bylaws (herein "Bylaws") were adopted by the Board of Directors at a property scheduled meeting as of the 23rd day of February, 2005.



SECRETARY

**ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
THE CORPORATION OF THE WASHINGTON LATIN SCHOOL**

TO: Department of Consumer and Regulatory Affairs
Business and Professional Licensing Administration
Corporations Division
941 North Capitol Street, N.E.
Washington, D.C. 20002

Pursuant to the provisions of the District of Columbia Nonprofit Corporation Act, the undersigned corporation hereby adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is THE CORPORATION OF THE WASHINGTON LATIN SCHOOL (the "Corporation").

SECOND: The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Nonprofit Corporation Act.

THIRD: The name of the Corporation is hereby changed to THE CORPORATION OF THE WASHINGTON LATIN SCHOOL - A PUBLIC CHARTER SCHOOL.

FOURTH: The amendment was adopted at a meeting of the directors held on MAY 26, 2006, at which a quorum was present, and received the vote of at least a majority of the votes entitled to be cast by directors, there being no members having voting rights in respect thereof.

Date: MAY 26, 2006

The Corporation of the Washington Latin School

By Jeri P. Chanen
Its President

ATTEST: Stephanus
Its Secretary

CERTIFICATE OF THE SECRETARY

OF

WashingtonLatin PUBLIC CHARTER SCHOOL

I, Stephen M. Lovett, hereby certify that I am the duly elected, qualified and acting Secretary of Wash. Latin Public Charter School, a District of Columbia non-profit corporation (the "Corporation"), and do hereby further certify that:

(a) Attached to the Charter School Agreement between the Corporation and the District of Columbia Public Charter School Board (the "Agreement") as Exhibit F thereto is a true and complete copy of the Articles of Incorporation of the Corporation, which Articles of Incorporation are in full force and effect as of the date hereof.

(b) Attached to the Agreement as Exhibit G is a true and complete copy of the bylaws of the Corporation, as in full force and effect as of the date hereof.

(c) Attached hereto as Annex A is a true and complete copy of the resolutions duly and validly adopted by the Corporation's Board of Trustees; such resolutions have not been amended, modified or rescinded in any respect and remain in full force and effect as of the date hereof; and such resolutions are the only resolutions adopted by the Corporation's Board of Trustees or by any committee thereof relating to the Agreement.

(d) Each of the persons listed below has been duly elected to and now holds the office of the Corporation below his or her name and is currently serving, and at all times since _____ has served, in such capacity, and the signature of each such person set forth opposite his or her name is his or her true and genuine signature:

Name and Office

Signature

President

Vice-President

Treasurer

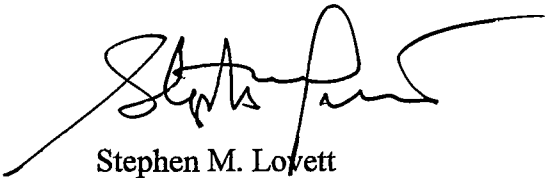
Stephen M. Lovett
Stephen M. Lovett

(e) Each person who, as a trustee or officer of the Corporation, signed the Agreement was, at the time or respective times of such execution and delivery of the Agreement, duly elected, qualified and acting as such trustee or officer, with authority to execute the Agreement, and the signature of each such person appearing on any such documents is his or her respective genuine signature.

March 15, 2006

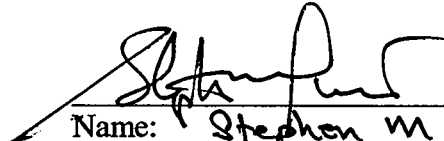
Acting on behalf of the Board of Governors, the Executive Committee of Washington Latin School hereby authorizes the President of the Corporation, Kevin P. Chavous, and the Head Master, T. Robinson Ahlstrom (also a governor of the School) to negotiate a charter agreement with the District of Columbia Public Charter School Board.

This action is unanimous and reflects the *Resolve and Intent of the Founders* (see attachment).

A handwritten signature in black ink, appearing to read "Stephen M. Lovett", with a long horizontal line extending to the right.

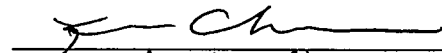
Stephen M. Lovett
Convener of the Executive Committee

IN WITNESS WHEREOF, I have hereunto signed my name this 17 day of
March, 2006


Name: Stephen M Lovett

I, Kevin Chauous President of the Corporation, do hereby certify
that Stephen M. Lovett is the duly elected, qualified and acting Secretary of the
Corporation, and that the signature of Stephen M. Lovett set forth above is his true
and genuine signature.

IN WITNESS WHEREOF, I have hereunto signed my name this 17 day of
March, 2006


Name: Kevin Chauous

ANNEX A

(Attached)