



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

\*All applicants must complete this section\*

SUBMITTED BY: Nadia Ramey – DC Bilingual Public Charter School
SUBJECT: Charter Amendment Request for: (Mark all that apply)

- X Enrollment Ceiling Increase
Program Replication of Grades Served
Grade Level Expansion (Single Grade)
Grade Level Expansion (Grade Band)
Additional Facility or New Location
Goals and Achievement Expectations
Mission or Education Philosophy
Curriculum, Standards or Assessments
Name Change – Campus or Facility
Campus Reconfiguration
LEA Status for Special Education
Special Education Enrollment Preference
Governance Structure (Bylaws, Articles of Incorporation or Management)
Graduation Requirements
Competency-Based Learning Application

SUBMISSION DATE: March 6, 2020

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.

Overview of School Performance

- 1. Provide the following information about your Local Education Agency (LEA) by campus:
a) Campus name(s) and location(s): DC Bilingual Public Charter School, 33 Riggs Rd. NE, Washington, DC 20011
b) Year opened: School founded in 2004
c) Grade levels served (Currently and at maturation of charter agreement, if applicable): PreK 3, PreK 4, Kindergarten, 1st, 2nd, 3rd, 4th, and 5th
d) Date that charter will be eligible for possible renewal: January 2034
2. Please select the performance indicators below that describe the school’s current performance\*: (Mark all that apply)
X Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
X School is not currently under corrective action.
X Has historically met enrollment projections w/in 80% of target.
X School has been in operation for 3+ years.
X School is currently accredited. December 1, 2026

\*If the school has multiple campuses or varying PMFs, please describe the

Disclaimer: While processing this application, DC PCSB staff may contact you later to request additional information for the Board’s consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.



DC  
PUBLIC  
CHARTER  
SCHOOL  
BOARD

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academic performance of each campus here: N/A

## PROPOSAL

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**DC Bilingual Public Charter School** submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on\_\_\_\_, 20\_\_\_\_ (*leave blank if this has not been determined*).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

DC Bilingual PCS is requesting an enrollment ceiling increase in order to add 212 new seats over the next eight years since the school cannot currently meet its enrollment demand. For SY 2019-20, more than 2,000 families applied to attend DC Bilingual and more than half of those families ranked DC Bilingual PCS among their top three charter school choices. Today, our waitlist includes more than 1,400 students. At full scale, DC Bilingual will serve 712 students in PreK-3 through grade 5, a 57% increase from our current enrollment.

To prepare for the proposed amendment, DC Bilingual has engaged the community, received board approval, and has developed a project plan and selected a site for the 27,000sq. ft. campus expansion project that will allow for the school to fulfill its expansion plan by SY 2027-28.

2. How will the proposed amendment(s) support or enhance the school's mission?

DC Bilingual PCS is "a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures." It's mission centers on providing dual language immersion education that can serve a diverse student population. An amendment to our ceiling increase would allow the school to meet the growing demand for high-quality seats in both early childhood and elementary education in the District, while keeping an eye to the cultural and linguistic identities of our community.

3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

Over the past 3 academic years (this year included), we received one community complaint regarding kids not wearing jackets while participating in outdoor recess. DCB conducted a full investigation, submitted a written report to PCSB, and received a resolution statement.

Additionally, the staff and student handbooks were updated to have clearer language regarding appropriate guidance, dress, and protocols when students go outside & staff were updated with a formalized DCB Outdoor Time Policy 2019-2020 this school year.

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed

amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]*

**Note:** *If applicable, in addition to your narrative please attach a proposed 5-year Operating Budget.*

DC Bilingual is in the process of acquiring financing to build a 27,000 square foot addition to our current structure to accommodate additional students. We have designed this project in a way that will, at scale, allow us to afford principal and interest payments using only our per-pupil facilities allotment and current cash reserves.

- 5.** How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

DC Bilingual has taken numerous important steps to inform and seek input from all of its external and external stakeholders:

- 1) DCB held a total of 6 open growth committee meetings from September through December 2019 to gather community input and support. Topics ranged from the student pipeline with DC International & student recruitment, to building design, traffic, & parking.
- 2) Staff were surveyed twice in the fall (August 2019 & December 2019) to elicit feedback on proposed plans for growth
- 3) Three all-staff meetings were held on the sole topic of growth (June 2019, August 2019, and October 2019)
- 4) Parents and families were surveyed on the growth from from December 4-18, 2019
- 5) Both online & in-person comment boxes were set up for anonymous questions and comments to be submitted regarding school growth. A total of 55 entries were gathered in English & Spanish and responded to by the Head of School from September - December 2019.
- 6) An open board meeting was held with public comment in December 2019.
- 7) On February 6, 2020, DC Bilingual PCS's Head of School met with Zachary Parker, Ward 5 representative on the DC State Board of Education & Commissioners Allison Brooks (ANC 4B) and Sandy Washington (ANC 5A) regarding school growth plans.
- 8) On February 24, 2020, DC Bilingual PCS's Head of School presented at 4B ANC meeting to present on school growth plans, elicit feedback, and publicly address community concerns.
- 9) On March 4, 2020, DC Bilingual PCS's Head of School attended South Manor Association meeting to present on school growth plans, elicit feedback, and publicly address community concerns
- 10) On March 25, 2020, DC Bilingual PCS's Head of School will be attending ANC 5A meeting to present on school growth plans, elicit feedback, and publicly address community concerns.

Survey data demonstrated that a majority of parents (61%) and staff (67%) support the proposed plan for DCB growth. For concerns brought up regarding how growth would impact the traffic patterns in our neighborhood, DCB has already established a



sub-committee to plan for and address community concerns related to parking & traffic & will continue to seek input from community stakeholders throughout the planning process.

6. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

The school's board approved the proposed amendment on February 4, 2020. Minutes from the meeting and vote results are attached.

## Section A1. Enrollment Ceiling Increase

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### **\*ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

*A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the [Enrollment Ceiling Increase Policy](#). Failure to meet the criteria may result in denial of your charter agreement amendment request.*

*Note: Schools that do not meet all criteria outlined in DC PCSB's Enrollment Ceiling Increase Policy may be asked to provide additional information, such as the following:*

- *Assessment data other than PARCC (e.g. WIDA, NWEA MAP, IEP goal mastery, etc.)*
- *School's response to resolving the issue(s), including steps already taken to improve the issue*
- *Any other information that provides context regarding missed criteria*

1. Why is the school seeking this enrollment ceiling increase? How does the school know there is demand for this expansion? How does the scope, pace, and need for the enrollment ceiling increase align with current demographic and growth projections in the city (such as the projections found in this [study](#)).

Across Washington, DC, demand for high-quality pre-K and elementary education is rising, and DC Bilingual PCS recognizes the vital need to expand our campus to serve more students and families. Evidence is strong that our city needs more high-quality seats to accommodate student growth. For example, the Deputy Mayor for Education reported in the DC Public Education Master Facilities Plan 2018 that Local Education Agencies (LEAs) will need an additional 4,500 seats by school year (SY)2022-23 and almost 9,500 seats by SY2027-28 to meet growing enrollment. DC Policy Center projects an even higher growth of 21,100 students by SY2026-27 (Coffin, 2019). In our own neighborhood of Ward 5 in DC, there will not be enough high-quality seats to meet demand over the next 5-10 years (Ampersand Education).

With our strong academic program and demonstrated success with serving at-risk students, DC Bilingual PCS is well-poised to respond to this demand. However, to grow our school's impact, we must expand our current facility and staff, and scale our operational systems. Currently, DC Bilingual PCS enrolls 453 students in PK-3 through 5th grade. We serve a diverse population of students, and the neighborhoods around our facility are home to some of the largest shares of Hispanic and ELL public school students in the city. As a high-performing, dual language (Spanish/English) immersion program, DC Bilingual addresses a critical need for high-quality seats with an eye to the cultural and linguistic identities of our community.

City-wide, DC Bilingual is recognized for our high-quality program. In addition to our PCSB Tier 1 rating over the past three years, DC Bilingual has also been named:

- An "All-STAR" school, one of just ten DC public schools city wide given this distinction, for our students' strong academic growth on the city-wide PARCC assessment (Office of the State Superintendent of Education, 2019).

- A “Leveler” school for our exceptional work improving academic outcomes for at-risk students (DC Policy Center, 2019).
- A “Bold Improvement School” for our commitment and success in helping DC’s most at-risk students achieve outstanding academic growth (Empower K12 and Education Reform Now, 2018).

And, the New Teacher Project ranks DC Bilingual among the top 25% of all DC charter schools for our instructional culture, (2018).

2. DC PCSB will review the school’s enrollment trends over the past 3 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?
  - a. Describe the impact your school’s enrollment ceiling(s), certificate of occupancy, and waitlist/vacant seats have had on your recruitment and program growth.
  - b. Describe ways that your school ensures you recruit, enroll, and re-enroll students with disabilities and English language learners, along with your target population. What methods do you employ to ensure your curriculum is accessible to all students regardless of race, ethnicity and gender as shown through re-enrollment rates?

Currently, DC Bilingual PCS cannot meet its enrollment demand. For SY 2019-20, more than 2,000 families applied to attend DC Bilingual PCS and more than half of those families ranked DC Bilingual among their top three charter school choices. Today for SY 2020-2021, our waitlist includes more than 1,400 students. As evidenced by our lottery applications trends, DC Bilingual PCS has an extremely high re-enrollment rate and predominantly only families in grades 4 and 5, who are seeking middle school options beyond, are seeking to apply to other schools. Our re-enrollment percentages over the last two years have been consistent and high at 95% for 2018 & 93% for 2019.

With the launch of the 2019-20 school year, we have embarked upon a planning and design process that continuously engages the school community to ensure that we grow in the most thoughtful and appropriate way. At the same time we have developed student recruitment plans that prioritize and particularly target families who are less resourced and students that our data demonstrates we know how to serve best - ELL, SPED, & At-Risk. To meet the demand, DC Bilingual PCS plans to expand our main campus facility, adding 259 new seats to the school over the next eight years. At full scale, DC Bilingual will serve 712 students in PreK-3 through grade 5, a 57% increase from our current enrollment.

3. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school’s certificate of occupancy? If so, when and how will the school address this?

To date, DC Bilingual has developed a project plan and selected a site for the 27,000 sq. ft. building addition to our existing building that will allow for DC Bilingual to create an additional 212 seats by SY 2027-28. A new certificate of occupancy will be issued upon completion of the construction project and will accommodate, at minimum, up to 712 students. The expansion will include four 5<sup>th</sup> grade classrooms, four 4<sup>th</sup> grade classrooms, and four 3<sup>rd</sup> grade classrooms, along with three common spaces, and a lab. The upper elementary annex will extend from the



northwest quadrant of our current facility and run parallel to Rock Creek Church Road NE. The new classrooms will open up space in our current footprint to add two additional classrooms per grade level and.

DC Bilingual will work with our architects and instructional leaders to design the facility not only to increase the number of students served, but also to improve the quality of programming. Expansion will also loosen current space constraints and enhance the overall student experience. In our current space, students cannot take full advantage of specials or practice the autonomy they will need when they transition to middle school at DC International Public Charter School (the school to which DC Bilingual feeds).

4. Please include a completed enrollment matrix\* with your charter amendment application. Click [here](#) for enrollment matrix template.

See attached.

*\*If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

*\*\*If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*



## Enrollment Matrix – K-12 Charter Schools

	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2023-24	Academic Year 2024-25
<b>Grade Levels</b>				Projected	Projected	Projected	Projected	Projected
<b>PK-3</b>	36	37	38	60	72	72	72	72
<b>PK-4</b>	60	40	43	60	80	80	80	80
<b>Kinder-garten</b>	49	72	48	48	74	98	98	98
<b>Grade 1</b>	71	51	72	48	48	72	96	96
<b>Grade 2</b>	72	73	51	72	48	48	72	96
<b>Grade 3</b>	64	67	73	50	71	48	48	71
<b>Grade 4</b>	45	62	68	70	47	66	44	66
<b>Grade 5</b>	42	42	60	65	67	45	63	42
<b>Grade 6</b>								
<b>Grade 7</b>								
<b>Grade 8</b>								
<b>Grade 9</b>								
<b>Grade 10</b>								
<b>Grade 11</b>								
<b>Grade 12</b>								
LEA Total	439	444	453	473	507	529	573	599
# Campuses *	1	1	1	1	1	1	1	1

*\*If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

*\*\*If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

**See page 2 for chart continuation through Academic Year 2027-28**

## Enrollment Matrix – K-12 Charter Schools

	Academic Year 2025-26	Academic Year 2026-27	Academic Year 2027-28
<b>Grade Levels</b>	Projected	Projected	Projected
<b>PK-3</b>	72	72	72
<b>PK-4</b>	80	80	80
<b>Kindergarten</b>	100	100	100
<b>Grade 1</b>	96	96	96
<b>Grade 2</b>	96	96	96
<b>Grade 3</b>	96	96	96
<b>Grade 4</b>	66	88	88
<b>Grade 5</b>	42	63	84
<b>Grade 6</b>			
<b>Grade 7</b>			
<b>Grade 8</b>			
<b>Grade 9</b>			
<b>Grade 10</b>			
<b>Grade 11</b>			
<b>Grade 12</b>			
LEA Total	648	691	712
# Campuses*	1	1	1

*\*If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

*\*\*If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

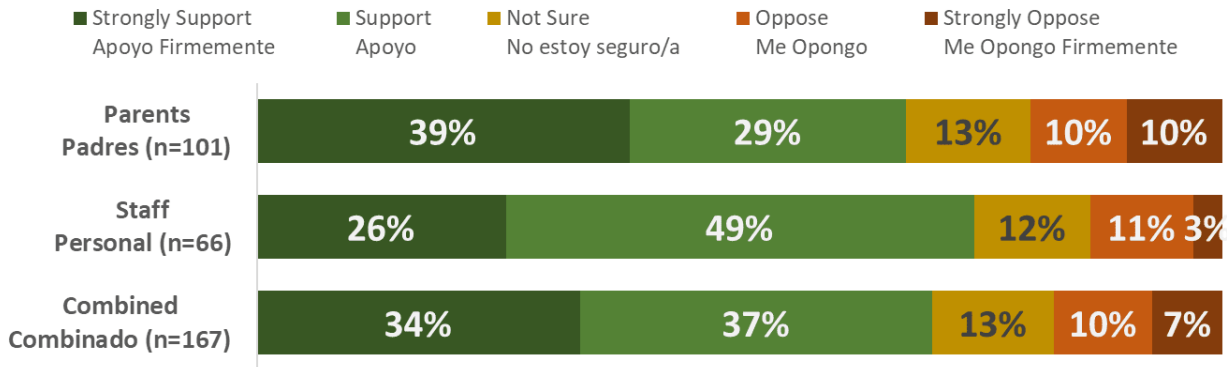
Five-Year Estimated Budget Worksheet

DESCRIPTION	FY21	FY22	FY23	FY24	FY25
<b>REVENUES</b>					
Per Pupil Charter Payments	10,048,878	11,295,093	11,983,286	13,126,937	13,900,360
Federal Entitlements	806,816	870,938	919,005	996,825	1,055,694
Income from Grants and Donations	577,825	580,601	593,017	606,519	619,638
Activity Fees	429,456	469,533	499,705	552,094	578,428
Other Income	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$11,862,975</b>	<b>\$13,216,165</b>	<b>\$13,995,013</b>	<b>\$15,282,375</b>	<b>\$16,154,120</b>
<b>EXPENSES</b>					
Personnel Salaries and Benefits	7,674,977	8,723,599	9,085,081	9,745,241	10,077,041
Direct Student Costs	1,294,993	1,392,762	1,482,854	1,644,138	1,743,642
Occupancy	857,625	974,152	988,673	1,003,485	1,018,593
Office Expenses	828,172	907,502	962,582	1,071,386	1,138,138
General Expenses	128,979	131,559	134,190	136,874	139,611
Interest/Depreciation	1,969,503	2,438,019	2,434,892	2,407,797	2,396,096
<b>TOTAL EXPENSES</b>	<b>\$12,754,249</b>	<b>\$14,567,593</b>	<b>\$15,088,272</b>	<b>\$16,008,921</b>	<b>\$16,513,121</b>

**Summary Results for Parent and Staff DC Bilingual Survey**  
**Resumen de los resultados de la encuesta de los padres y personal de DC Bilingual**

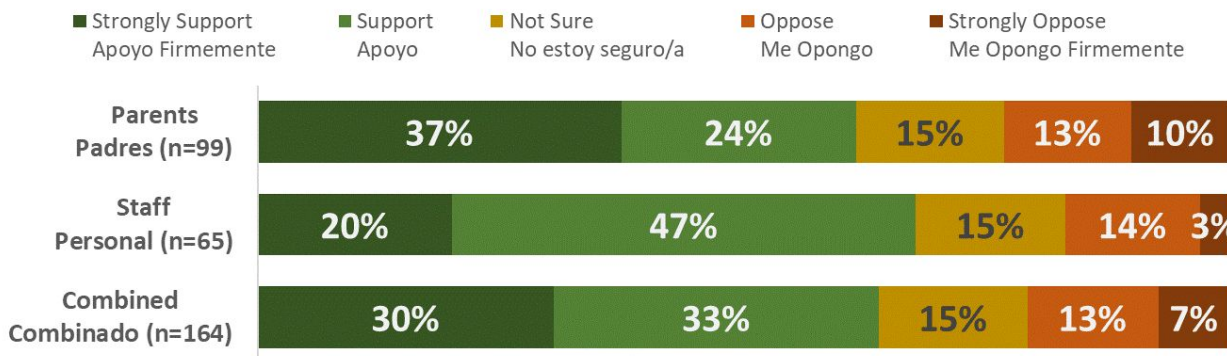
***In general, most parents (68%) and staff (75%) support DC Bilingual growth.***  
***En general, la mayoría de los padres (68%) y el personal (75%) apoyan el crecimiento de DC Bilingual.***

**1. In general, to what extent do you support DCB growth?**  
**¿En general, en qué medida apoya el crecimiento de DCB?**



***Most parents (61%) and staff (67%) support the proposed plan for DC Bilingual growth.***  
***La mayoría de los padres (61%) y el personal (67%) apoyan el plan propuesto para el crecimiento de DC Bilingual.***

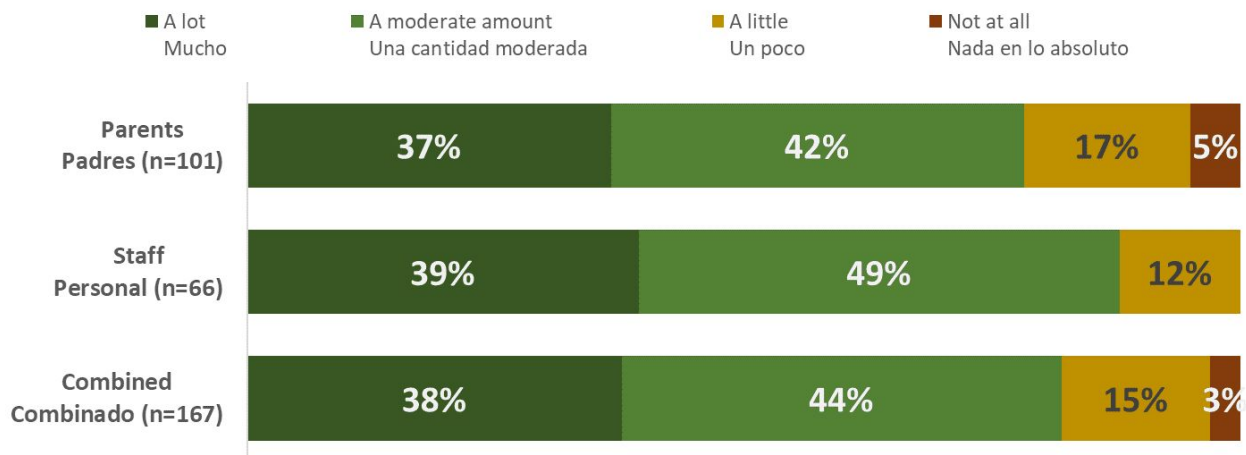
**2. To what extent do you support the proposed plan for DCB growth?**  
**¿En qué medida apoya el plan propuesto para el crecimiento de DCB?**



***Most parents and staff have some knowledge about the proposed plan for growth. None of the staff reported they were “not at all” knowledgeable of the plan.***

***La mayoría de los padres y el personal están informados sobre el plan propuesto para el crecimiento. Ningún personal indicó que no estaban “Nada en lo absoluto” informados.***

**3. How knowledgeable are you with the proposed plan for DCB growth?  
¿Qué tan bien informado está con el plan propuesto para el crecimiento de DCB?**



**Major themes from open-ended questions from parents and staff-Temas principales de preguntas abiertas de los padre y el personal**

What parents & staff **like** about the plan:

- Ability to serve more students and families, especially if targeting at-risk families
- Nicer, bigger space with dedicated facilities for special activities (i.e., science lab)
- Growth provides additional opportunities for staff to grow internally

What parents & staff **dislike** about the plan:

- Potential negative impact on parking & transportation
- Possibility of losing small, close-knit community feel
- Challenges to recruiting, on-boarding and supporting additional staff
- Challenges to having a strong program while supporting a larger student body
- May lose guaranteed spots at DC International for all DC Bilingual students

Comments for Board Consideration:

- Financial and fundraising implications
- Safety concerns related to traffic, transportation & limited parking
- Impact of the construction phase (i.e., space, noise, safety)
- Time-frame seems fast, parents only recently learned of the plan to grow
- Strengthen the current program first (i.e., 3<sup>rd</sup>-5<sup>th</sup> grade program, staff coaching model, supports for English learners, special education supports)
- Plans for the library space and librarian
- Help new families and staff with transition to DC Bilingual
- Feeder pattern(s) for graduating DC Bilingual students

Lo que a los padres y al personal les **gusta** sobre el plan:

- Capacidad para servir a más estudiantes y familias, especialmente si se refiere a familias en riesgo
- Espacio más amplio y con instalaciones específicas para actividades especiales (es decir, laboratorio de ciencias)
- El crecimiento ofrece oportunidades adicionales para que el personal crezca internamente

Lo que a los padres y al personal ***no les gusta*** del plan:

- Posible impacto negativo en el estacionamiento y el transporte
- Posibilidad de perder una sensación de comunidad pequeña y unida
- Desafíos para reclutar, incorporar y apoyar al personal adicional
- Desafíos para tener un programa fuerte mientras apoyas a un cuerpo estudiantil más grande
- Podría no tener un lugar garantizados en DC International para todos los estudiantes de DC Bilingual

Comentarios para la consideración de la Junta:

- Implicaciones financieras y de recaudación de fondos
- Problemas de seguridad relacionados con el tráfico, el transporte y el estacionamiento limitado
- Impacto de la fase de construcción (es decir, espacio, ruido, seguridad)
- El plazo parece rápido, los padres sólo se enteraron recientemente del plan para crecer
- Fortalecer el programa actual primero (es decir, programa de 3er-5o grado, modelo de coaching del personal, apoyos para estudiantes de inglés, apoyos de educación especial)
- Planes para el espacio de la biblioteca y el bibliotecario
- Ayudar a nuevas familias y personal con la transición a DC Bilingual
- Plan para estudiantes graduados del DC Bilingual

Week	Category	Comments in Box	Responses (English)	Responses (Spanish)
	Common Area	Will the common gathering areas of the school (La Plaza, the bistro) be able to accommodate a larger student population? For school performances La Plaza is already overcrowded. Does the bistro kitchen have enough space and equipment to feed hundreds more students?	The latest renditions of the drawings has a larger gym space, a new and larger stage area (with retractable wall to allow for extra indoor space/movement space), and an extension to the Bistro. The academic leaders have been meeting to determine the lunch and recess rotations needed in School year 2027 when at full growth, to ensure that all students will have more than enough space for eating, recess, indoor and outdoor play.	Las últimas versiones de los planos tienen un espacio de gimnasio más grande, un área de escenario nueva y más grande (con pared retráctil para permitir espacio interior adicional / espacio de movimiento) y una ampliación al Bistro. Los líderes académicos se han reunido para determinar las rotaciones de almuerzo y recreo necesarias para el año escolar 2027 cuando estén en pleno crecimiento, para garantizar que todos los estudiantes tengan espacio más que suficiente para comer, recreo, juegos en el interior y exterior.
	Entry and Exit of School	If ingress and egress are not improved or appropriately addressed, I will not be in support of this project. This includes ensuring pedestrian safety, parking and two way in and out of parking lot. *more crossing guards is not appropriately addressing the issue	This is an important topic and one the school and parents care deeply about. Please consider joining the transportation committee led by Jamie Lantinen <jlantinen@gmail.com>, school leaders and parents form part of this committee. The committee works to engage all of the city offices and school community (parents and staff) in support of the much needed.	Este es un tópico importante y uno que la escuela y los padres se preocupan profundamente. Considere unirse al comité de transporte dirigido por Jamie Lantinen <jlantinen@gmail.com>, líderes escolares y padres que forman parte de este comité. El comité trabaja para involucrar a todas las oficinas de la ciudad y a la comunidad escolar (padres y personal) en apoyo a todo las necesidades.
	Play Spaces, Parking, Traffic Hallway and behavior	<p>Looking at the October presentation, I love the ideas of having separate play areas for younger and older grades, including possibly covered areas. I feel bad for the upper grades students that never get to be on a playground during recess time. Ideally we would have swings and jungle gym type elements for them.</p> <p>I would like to prioritize play spaces over parking spots. We are close to a metro with multiple lines as well as several bus lines-- there should be incentives for taking public transit, or there should be a fee for parking at school. It is sad when our students cannot play soccer because the blacktop is taken up by cars.</p> <p>As a teacher I am excited for an expansion that would allow us to have 4 classes per grade every year (no more C classes that show up for a few years and then disappear) and could also allow departmentalization.</p> <p>I like the idea of one-way traffic if we could have Rock Creek Road as an entrance/exit. The light at that intersection needs work though-- perhaps dedicated left-turn lights. I feel nervous crossing the intersection as a pedestrian.</p> <p>It's difficult to walk students through the hallways due to all of the stairs and turns in our school. If I am standing in the middle of my line of students I can't see the front of my line and also can't see the back. It's hard to monitor behavior. Is there any way to help with this?</p> <p>Items to think about as we consider growth: Our capacity in the bistro for lunch and breakfast, full-time support staff &amp; interventions (for grades 3-5 in all contents). Currently, we have developmentally appropriate play space for K-2 &amp; the older grades are left to the field with little to no equipment and activities. A playground for ages 7-12 would be incredibly beneficial for our older students. Also, ensuring we have classroom spaces that accommodate larger students and provide them with the space to learn comfortably. Intervention space that is not in the hallway- the hallway is loud and distracting and often the students in the groups get distracted and becomes interrupted learning.</p> <p><i>I am confused by the complaints about outdoor time at DCB. I feel like this is already a strength for the school.</i></p>	<p>Thank you for sharing your thoughts, we will take these into consideration in all of our on-going discussing and conversations. We will talk more about your question regarding monitoring of behavior of students in the hallway at an upcoming staff meeting.</p> <p>Thank you for sharing you thoughts, we will take these into consideration in all of our on-going discussing and conversations. We will have more opportunities to talk about these topics at our upcoming meetings on Nov 20th ,Dec 3 and Dec 6 (all staff meeting).</p>	<p>Gracias por compartir sus ideas, las tomaremos en cuenta en todas nuestras discusiones y conversaciones en curso. Hablaremos más sobre su pregunta con respecto al monitoreo del comportamiento de los estudiantes en los pasillos en una próxima reunión de personal.</p> <p>Gracias por compartir sus ideas, las tomaremos en cuenta en todas nuestras discusiones y conversaciones en curso. Tendremos más oportunidades de hablar sobre estos temas en nuestras próximas reuniones los días 20 de noviembre y el 3 y 6 de diciembre (reunión con todo el personal).</p>
			Thank you!	Gracias!
	DCI	I hope the December Parent Survey will be very open and clear about the fact that duplication will reduce DCB students chances of getting a slot at DCI to 50% or less.	All communication regarding all of the topics (DCI, student recruitment, build-out design) have been clearly shared and communicated with our full community. As you mentioned, with growth planning the incoming prek 3 students (entering in school year 2020/2021) will have to consider multiple middle school options after 5th grade. On Dec 6th at the PTA meeting a new middle school that is opening around the corner, will come to introduce itself to our families to start the conversation surrounding "what other options are available to students after DCB."	Toda la comunicación con respecto a todos los temas (DCI, reclutamiento de estudiantes, diseño de desarrollo) se ha compartido y comunicado claramente con toda nuestra comunidad. Como mencionó, con la planificación del crecimiento, los estudiantes entrantes de prek 3 (que ingresan en el año escolar 2020/2021) tendrán que considerar múltiples opciones de escuela intermedia después del 5to grado. El 6 de diciembre, en la reunión de la Asociación de Padres de Familia (PTA) una nueva escuela intermedia que se está abriendo cerca de nuestra escuela, se presentará a nuestras familias para empezar conversaciones sobre "qué otras opciones están disponibles para los estudiantes una vez que se graduen de DCB".

**November Comments (so far) /Comentarios de noviembre (hasta ahora)**

<p><b>Staffing</b></p>	<p>I have a concern about an expansion's impact on staffing. To accommodate the additional students, the school will need to add a significant number of teachers, counselors, kitchen and administrative staff. How does the school plan to attract qualified, bilingual teachers and staff while also retaining the current staff/teachers that have contributed to the schools' growing achievement?</p>	<p>Growth planning of a school provides us with a unique opportunity to retain our high-quality staff by providing them with many more opportunities than there typically would be. For example with more operational roles, teaching roles (daytime and afterschool), kitchen roles, and more we have the opportunity for inward mobility where people who may want to be considered for a different role, can be. At DCB we care deeply that we match the school's need with staff person's interests and this will provide many more opportunities for all of our staff looking for the right professional "fit."</p>	<p>La planificación del crecimiento de una escuela nos brinda una oportunidad única de retener a nuestro personal de alta calidad brindándoles muchas más oportunidades de las que normalmente habrían. Por ejemplo, con más roles operativos, roles de enseñanza (durante el día y después de la escuela), roles de cocina y más, tendremos la oportunidad de movilidad hacia dentro donde las personas que quieran ser consideradas para un puesto diferente pueden aspirar a mayores cargos. En DCB nos preocupamos profundamente de coincidir con las necesidades de la escuela y los intereses de la persona/personal. Esto proporciona muchas más oportunidades para todo nuestro personal que busca el "ajuste" profesional adecuado.</p>
<p><b>Meetings (times and childcare)</b></p>	<p>There is a concern that growth committee meetings have not been particularly accessible for staff parents. What can the school leadership offer to help parents with work and/or childcare obligations attend these meetings? Is the school willing to share a recording of these meetings so that parents/staff can watch at a later time?</p>	<p>We have explored different options for when to hold growth committee meetings (evenings after work hours, afternoon during aftercare, morning after drop off) to ensure as much participation as possible, but certainly there's no way to meet all needs and it's important that we hear everyone's feedback. We take detailed notes at all meetings and post them along with the presentations. You can review all of the materials here: <a href="https://docs.google.com/document/d/1Z_dC7K8dX83Y-BOLeJMaYwDpzqS_GN5CzFt1F3f6vs/edit">https://docs.google.com/document/d/1Z_dC7K8dX83Y-BOLeJMaYwDpzqS_GN5CzFt1F3f6vs/edit</a></p>	<p>Hemos explorado diferentes opciones para cuándo tener las reuniones del comité de crecimiento (Por la tardes después del horario de trabajo, por la tarde durante el horario del programa de después de la escuela, por la mañana después de dejar su/s hijo/s) para garantizar la mayor participación posible, pero ciertamente no hay forma de satisfacer todas las necesidades y es importante que escuchemos los comentarios de cada uno de ustedes. Por eso, tomamos notas en todas las reuniones y las publicamos junto con las presentaciones. Puede revisar todos los materiales aquí: <a href="https://docs.google.com/document/d/1Z_dC7K8dX83Y-BOLeJMaYwDpzqS_GN5CzFt1F3f6vs/edit">https://docs.google.com/document/d/1Z_dC7K8dX83Y-BOLeJMaYwDpzqS_GN5CzFt1F3f6vs/edit</a></p>
<p><b>Board Related</b></p>	<p>Parent and staff feedback have been solicited at the growth committee meetings and through this form, but how much weight will this feedback be given as the school creates its recommendation for the board? To what extent will the board consider the feedback from staff, parents and other stakeholders as it votes on the school's recommendation?</p>	<p>The Board will strongly consider the feedback and input of parents, staff, and other stakeholders, and has made gathering this input a requirement of any decision to move forward. The Board has asked school leadership to conduct a formal survey of parents and staff to gauge interest in growth so that we can qualify where the community stands.</p>	<p>La Junta Directiva tomará en cuenta los comentarios y aportes de los padres, el personal y otras partes interesadas. De igual forma han reunido los comentarios como un requisito para tomar cualquier decisión. La Junta directiva ha solicitado al liderazgo de la escuela que realice una encuesta formal de padres y personal para evaluar el interés en el crecimiento para que podamos calificar dónde se encuentra la comunidad..</p>
<p><b>Pedestrian Safety</b></p>	<p>At the PTA meeting, some parents shared their challenges about pedestrian access to the school from the Riggs Rd entrance. In order to gain entrance to the school from the street, a pedestrian must climb a set of stairs or walk around to the Keene Field and use the path to cut through the parking lot to the elevator entrance. Will the school commit to ensuring that any new construction provide an accessible entrance to the school from Riggs Rd for those who are not parking in the school parking lot?</p>	<p>We are exploring options with the architects to install a ramp or lift on the front (Riggs side of the building).</p>	<p>Estamos viendo las opciones con los arquitectos para instalar una rampa o elevador en la entrada principal del edificio (Entrada al edificio por la Riggs Road)</p>
<p><b>School Culture</b></p>	<p>Another concern raised by parents at the PTA meeting was the impact expansion would have on the current culture at the school. With the current school size, parents enjoy a lot of accessibility to the principals and the head of school. What is the plan to maintain parent access to school administrators if the school grows?</p>	<p>School culture is a critical pillar to our school's success and the feeling of "warmth" described by many of our families has been front and center as we think about how to serve more students while also maintaining the current "smaller school" culture. With an expanded school, we will have two school leaders, one for upper elementary and one for lower elementary. Prior to SY 2018/19, we only had one school principal. The student to principal ratio will be smaller with the expanded campus as we will have doubled our principal staffing and will not proportionally increase our student enrollment.</p>	<p>La cultura escolar es un pilar fundamental para el éxito de nuestra escuela. La sensación de "calidez" descrita por muchas de nuestras familias ha sido primordial y central en el momento de pensar en cómo admitir a más estudiantes y, al mismo tiempo, mantener la cultura actual de una "escuela más pequeña". Con una escuela ampliada tendremos dos líderes escolares, uno para primaria superior y otro para primaria inferior. Antes del año escolar 2018/19 sólo teníamos un director. La proporción de alumnos por director será menor con el campus ampliado, ya que habremos duplicado nuestra dotación de personal principal y no aumentaremos proporcionalmente nuestra inscripción de estudiantes.</p>
<p><b>Growth Opportunities</b></p>	<p>I am excited that DCB is considering growing! In one of the last meetings, a parent suggested that the growth plan would probably lead to greater efficiencies of scale and more resources for the school. He asked about how those resources would be used—more instructional coaches? Higher teacher salaries? More specials? More clubs and extracurricular options? Greater funding for arts programming? Additional field trips? Etc. I'd love to hear more about how the school is planning to use growth as an opportunity to enrich and expand on its model.</p>	<p><a href="https://docs.google.com/document/d/1xz2JT3GuSOL5ZfXGjxiM_qsUGsRbld8tK1QdEIk5A/edit">https://docs.google.com/document/d/1xz2JT3GuSOL5ZfXGjxiM_qsUGsRbld8tK1QdEIk5A/edit</a></p>	
<p><b>Program related</b></p>	<p>What will the Spanish curricula look like? And how does it look right now? When a new teacher comes, what materials &amp; resources will be provided to them—in Spanish—since there aren't any right now? Is there money being set aside for buying these materials to accommodate the opening of more classrooms?</p>	<p>Having a strong academic program is a priority in this process. We are very proud of our bilingual program at DCB and we are excited that growing our school will allow more students to access it. If you would like information regarding the current curriculum and support provided to Spanish teachers we encourage you to reach out directly to our principals and/or Spanish coach and Coordinator, Katia Santana.</p> <p>As a school of continuous improvement, last year, during the MSA and Strategic Plan process the school identified the Spanish program as an area of focus. In response, we have created a Spanish PLC comprised by Spanish teachers and staff who is developing targeted goals to continue to strengthen our program; this includes further defining and codifying our practices, curriculum and resources to continue to support our teachers and students. If you would like more information regarding this work please reach out as well to our academic leaders.</p>	<p>Tener un programa académico sólido que es una prioridad en este proceso. En DCB estamos muy orgullosos de nuestro programa bilingüe y entusiasmados de que el crecimiento de nuestra escuela permitirá que más estudiantes accedan a él. Si desea información sobre el plan de estudios actual y el apoyo brindado a los maestros de español, lo invitamos a que se comunique directamente con nuestros directores y / o Asesora de Instrucción y coordinadora de español, Katia Santana.</p> <p>Como escuela de mejora continua, el año pasado, durante el proceso de MSA y Plan Estratégico, la escuela identificó el programa de español como un área de enfoque. En respuesta, hemos creado un PLC en español compuesto por maestros y personal de enseñanza que está desarrollando objetivos específicos para continuar el fortaleciendo nuestro programa; Esto incluye definir y codificar nuestras prácticas, plan de estudios y recursos para continuar apoyando a nuestros maestros y estudiantes. Si desea obtener más información sobre este trabajo, puede también comunicarse con nuestros líderes académicos.</p>



	<p><b>Traffic Related</b></p>	<p>We are concerned about the traffic issues that will get worse. With such growth we think a second entry off Rock Creek Church Rd is necessary, and a traffic light at the crossing from 1st street across Riggs rd. Also 5 min to get kids to class is too small a window. If teacher opens door at 8:05 and a second child needs to get to the other side of the building with halls full of people, it becomes, even more difficult. Thank you!</p>	<p>We are exploring the options for a second entry into the parking lot. We are in on-going conversations with DDOT and MBT about the traffic light request at end of the driveway. John Bryer and Transportation Committee (Jamie &amp; Jessica) would be happy to talk to you about this. We have also engaged with traffic engineers to support the process.</p> <p>We are comfortable with K-5 students arriving and lining up outside of their classroom starting at 8am, this will allow families with younger students to leave one child (K-5) at the door of their classroom, and be able to walk their younger Prek child to their class at 8:05. Please reach out to me (Daniela) to talk more about this and see what more we can do to make the drop off easier for you.</p>	<p>Estamos viendo las opciones de una segunda entrada en el estacionamiento. También estamos en conversaciones continuas con DDOT (Departamento de transporte) y MBT sobre la solicitud del semáforo al final de la entrada. John Bryer y el Comité de Transporte (Jamie y Jessica) estarán encantados de hablar con usted sobre esto. También estamos trabajando con ingenieros de tráfico para agilizar el proceso.</p> <p>Nos parece bien que los estudiantes de K-5 lleguen y hagan fila fuera de su salón de clases a partir de las 8:00 am, esto permitirá que las familias con estudiantes más jóvenes dejen a un niño (K-5) en la puerta de su salón de clases y puedan caminar con sus hijos más pequeños de Prek a su clase a las 8:05 am. Comuníquese conmigo (Daniela) para hablar más sobre este tema y ver qué más podemos hacer para facilitar la llegada.</p>
	<p><b>Playspace</b></p>	<p>My main concern is play space. Will recess be staggered for all grade levels? 4prek classrooms sharing a playground already feels tight.</p>	<p>Our academic leaders are working on a master schedule of what school's recess and lunch rotation schedules will look like for school year 27/28 (when our school is at full scale). We are making sure that we have enough rotations for each of the classes to have a successful experience that is the same or better than the experience students have today.</p>	<p>Nuestros líderes académicos están trabajando en un horario maestro de cómo se verán los horarios de recreo y rotación de almuerzos para el año escolar 27/28 (cuando nuestra escuela esté a escala completa). Nos estamos asegurando de tener suficientes rotaciones para que cada una de las clases tenga una experiencia exitosa que sea igual o mejor que la experiencia que los estudiantes tienen hoy.</p>
	<p><b>Space Related</b></p>	<p>Space is already limited especially for small groups &amp; services and I'm concerned that this is not being addressed but will become a further problem with bigger population.</p>	<p>In working with the architects we developed a staffing plan that keeps the staffing ratios similar to those we have now, but taking into account the added students. This staffing plan helped us determine the number office spaces we need for the adults, for interventions, and mental health or individualized services students may need. All of the office spaces we think we will need are represented in the latest architectural drawings.</p>	<p>Al trabajar con los arquitectos, desarrollamos un plan del personal que mantiene las proporciones de personal similares a las que tenemos ahora, pero tomando en cuenta los estudiantes adicionales. Este plan de personal nos ayudó a determinar el número de espacios de oficina que necesitamos para los adultos, para intervenciones y servicios de salud mental o individualizados que los estudiantes puedan necesitar. Todos los espacios de oficinas que creemos que necesitaremos están representados en los últimos planos arquitectónicos.</p>
	<p><b>General about Growth</b></p>	<p>Grade level team meetings are very productive in small groups but still barely get everything done in the allotted time. How will we ensure both productivity and enough time to get things done when our team size doubles.</p>	<p>Growth will bring challenges to Grade Level Teams (particularly time), but we have to take advantage of the opportunities. Bigger grade level teams could mean we could further divide planning and GLTM facilitation responsibilities, establish formal, paid teacher-leader roles of Grade Level Chairs, divide up GLTMs based on content and language, etc. We have to think of teachers' weekly schedules and when they will have highly protocoled meetings, and when they will have collaborative planning time with their teams.</p>	<p>El crecimiento traerá desafíos a los equipos de nivel de grado (particularmente tiempo), pero tenemos que aprovechar las oportunidades. Los equipos más grandes de nivel de grado podrían significar que podríamos dividir aún más las responsabilidades de planificación y facilitación de GLTM, establecer roles formales y pagados de maestros líderes de los presidentes de nivel de grado, dividir los GLTM en función del contenido y el lenguaje, etc. Tenemos que pensar en los horarios semanales de los maestros y cuándo tendrán reuniones altamente programadas y el tiempo de planificación colaborativa con sus equipos.</p>
	<p>How are we actually going to devote the necessary time/attention to our areas of growth while focusing so much on expansion &amp; all that comes with it?</p> <p>Have we really looked at the nitty-gritty of expansion, specifically in terms of the programs/systems we currently have? That is to say that there are many areas within our school that need to be improved before we even consider expanding. I feel like we're disregarding our current school &amp; focusing everything on this new space without really considering if we're ready for this.</p> <p>It seems like this expansion is already a go &amp; if it is, what measures do we have in place to actually serve the population of students our mission is aiming to serve? This expansion was proposed as a solution to the shift in our school demographics &amp; I need to be reaffirmed that this is our primary goal with this above everything else.</p>	<p>Right now we have clearly defined roles and responsibilities for every member of our extended leadership team. Rohini and Eleni and their teams solely focus on our academic program while other members of the team focus on other parts of our school's development (Alex focuses on fundraising, Esmeralda on facilities, John on finance and the build-out, Lola on food and wellness, etc). Alina is working as our school's strategic advisor of growth this year and supporting Daniela on the growth process keeping in mind all of the goals and timelines we have set in place to accomplish as outlined in our strategic plan as well as in our greenlighting plan for growth. The student recruitment plan is part of our overall strategic plan and will be fully discussed in our upcoming growth meeting on November 12. Pursuing growth is driven by our desire to ensure more underserved students can have a quality education. Anacamila, our school registrar, is working hard so the student recruitment plan can be successfully developed.</p>	<p>En este momento tenemos funciones y responsabilidades claramente definidas para cada miembro de nuestro equipo de liderazgo extendido. Mientras que Rohini y Eleni y sus equipos se enfocan únicamente en nuestro programa académico, otros miembros del equipo se centran en otras partes del desarrollo de nuestra escuela (Alex se encarga de la recaudación de fondos, Esmeralda de las instalaciones, John de las finanzas y la construcción, Lola de los alimentos y bienestar, etc.). Alina está trabajando como asesora estratégica del crecimiento de nuestra escuela este año y apoyando a Daniela en el proceso de crecimiento tomando en cuenta todas las metas y plazos que hemos establecido para cumplir como se describe en nuestro plan estratégico y plan de crecimiento.</p>	
	<p><b>Outdoor play spaces</b></p>	<p>I'm both concerned and hopeful about the impact on students getting active/outside time. DCB is fantastic in many ways, but we fall short of what research, DC law, and our children's temperaments require in terms of free and active play. Having only one playground means less time for each kid, and our shortage of indoor play space means that many kids are stuck in classrooms for indoor recess and Hive. This is especially concerning given DCB's extra-long school day (8 hours, or longer with Hive) – there's little time for running around before and after school.</p> <p>Expanding creates an opportunity to add indoor play spaces and to think about how to better use our outdoor space. On the other hand, adding more students without adding play spaces would worsen the shortage. As would building over existing outdoor play space.</p> <p>Please keep these concerns in mind when considering options. One thing that would be especially helpful would be to clearly think through all play spaces that will be available, both indoor and out, and how an expanded student body would fit. For example, on days when recess has to be inside, are there enough indoor play spaces so that every student can have a place to run around?</p> <p>Thank you for your attention to this issue.</p>	<p>These concerns are understood and will be kept in mind. In the growth design process we are ensuring to have a minimum of four outdoor play spaces available for children (in addition to field space). We are looking at including canopy covers for at least two of the outdoor spaces (to allow for outdoor play on rainy days), and we are looking at making additional indoor multipurpose play spaces available for indoor play. This is a work in progress and definitely a priority for us in this work. Please be sure to join the growth conversations so that we can continue to discuss with you what is possible and how to maximize our space for play. Thank you.</p>	<p>Estas preocupaciones se entienden y se tendrán en cuenta. En el proceso de diseño de crecimiento, nos aseguraremos de tener un mínimo de cuatro espacios de juego al aire libre disponibles para los niños (además del espacio del campo). Estamos considerando incluir áreas con carpas para al menos dos de los espacios al aire libre (para permitir el juego al aire libre en días lluviosos), y estamos buscando construir espacios de juego interiores disponibles para el juego en interiores. Este es un trabajo en progreso y definitivamente una prioridad para nosotros. Asegúrese de unirse a las conversaciones de crecimiento para que podamos seguir discutiendo con usted lo que es posible y cómo maximizar nuestro espacio para jugar.</p> <p>Gracias</p>

October Comments

	<p>Looking at the October presentation, I love the ideas of having separate play areas for younger and older grades, including possibly covered areas. I feel bad for the upper grades students that never get to be on a playground during recess time. Ideally we would have swings and jungle gym type elements for them. I would like to prioritize play spaces over parking spots. We are close to a metro with multiple lines as well as several bus lines-- there should be incentives for taking public transit, or there should be a fee for parking at school. It is sad when our students cannot play soccer because the blacktop is taken up by cars. As a teacher I am excited for an expansion that would allow us to have 4 classes per grade every year (no more C classes that show up for a few years and then disappear) and could also allow departmentalization. I like the idea of one-way traffic if we could have Rock Creek Road as an entrance/exit. The light at that intersection needs work though-- perhaps dedicated left-turn lights. I feel nervous crossing the intersection as a pedestrian. It's difficult to walk students through the hallways due to all of the stairs and turns in our school. If I am standing in the middle of my line of students I can't see the front of my line and also can't see the back. It's hard to monitor behavior. Is there any way to help with this?</p>	<p>Thank you for your thoughtful comments and reflections. Please see my comment above about outdoor play areas. In regards to staff parking, we think we will still have 60 parking spots available at the end of the project, while still maintaining outdoor play areas to at least four (not including field). We are actively working with our transportation committee and DPR, and zoning to determine which parking lot options are possible to improve our entry and exit systems. Finally, please reach out to Eleni or Rohini with your question about seeing children from all parts of the line when lined up. They are happy to support you with behavior management strategies that can maintain a close eye on our students during transition times. Thank you for your feedback!</p>	<p>Gracias por sus comentarios y reflexiones. Por favor vea mi comentario arriba sobre las áreas de juego al aire libre. Con respecto al estacionamiento del personal, creemos que todavía tendríamos 60 espacios disponibles para estacionar, mientras mantenemos las áreas de juego al aire libre para al menos cuatro (sin incluir el campo). Estamos trabajando activamente con nuestro comité de transporte y DPR, (Departamento Parques y Recreación) por sus siglas en inglés y zonificación para determinar qué opciones de estacionamiento son posibles para mejorar nuestros sistemas de entrada y salida. Finalmente, comuníquese con Eleni o Rohini si tiene preguntas sobre cómo ver a los niños a todos los alumnos en la fila. Ellos estarán felices de apoyarlo con estrategias sobre cómo controlar el comportamiento que pueden mantener una estrecha vigilancia sobre nuestros estudiantes durante los tiempos de transición. ¡Gracias por sus comentarios!</p>
<p><b>Programmatic Related</b></p>	<p>With the growth of our school what is the idea surround mental health/therapeutic environment and SQ footage as a legal compliance verse the need of our title one students and community?  Is it true that the new model for all classes will be based on the current C model? Can you share more about the effectiveness of this model across all learners?</p>	<p>We are working with experts to ensure that we remain in legal compliance for all special education areas, including space. We will update you when our experts have provided more information.  The new model will have four classes per grade, so it is more analogous to the A/B model, just doubled with A/B and C/D classes for each grade.</p>	<p>Estamos trabajando con expertos para asegurarnos de cumplir los requisitos legales de todas las áreas de educación especial, incluido el espacio. Les informaremos cuando nuestros expertos nos hayan proporcionado más información.  El nuevo modelo tendrá cuatro clases por grado, por lo que es más análogo al modelo A / B, solo se duplicó con las clases A / B y C / D para cada grado.</p>
<p><b>Diversity Related</b></p>	<p>What are school leadership's growth goals for including Black-American/Afro Latino/African representation within the school's leadership team? This would be an extremely beneficial addition to the leadership team, for DCB students and parents, and for the school overall.</p>	<p>Ensuring that our school staff and leadership represent our student population is very important to us. Now, DCB's leadership includes Nadia Ramey (chair of the board) who is African American and Daniela Anello (Head of School) who is first generation Latina. Following them, the team includes Alina (first generation Latina), Marina (first generation Russian), Morgan (African American), Rohini (Indian American), and Alex, John, Eleni, &amp; Lola (Caucasian). We will continue to work to ensure that our staff and leadership reflect our student population as our school looks to serve more students. If you have any recommendations on strategies we should consider when hiring with diversity in mind, please let us know!</p>	<p>Aseguramos de que nuestro personal escolar y liderazgo represente a nuestra población estudiantil es muy importante para nosotros. Ahora, el liderazgo de DCB incluye a Nadia Ramey (presidenta de la junta) que es afroamericana y Daniela Anello (directora de escuela) que es latina de primera generación. Después de ellos, el equipo incluye a Alina (latina de primera generación), Marina (rusa de primera generación), Morgan (afroamericano), Rohini (indio americano) y Alex, John, Eleni y Lola (caucásico). Continuaremos trabajando para garantizar que nuestro personal y liderazgo reflejen nuestra población estudiantil a medida que nuestra escuela busca servir a más estudiantes. Si tiene alguna recomendación sobre las estrategias que debemos considerar al contratar con la diversidad en mente, ¡háganoslo saber!</p>
<p><b>Student Recruitment &amp; Support of Students</b></p>	<p>That's absolutely correct, and we're glad that the emphasis came through. As part of the growth conversations we explored replicating into Wards 7 or 8 as a way to bring the school closer to communities we are interested in serving. For a number of reasons that didn't prove feasible (happy to go into more depth for anyone who is curious), but our commitment remains. We have looked at running a dedicated bus from East of the River and other options, and are still open to what the right solutions are for helping our growing school serve the students it was founded to serve. We would love to go deeper on this and capture all of the ideas and energy that our community has for helping us reach our goals. We hope you can join the next Growth Committee meeting on December 3</p> <p>Seems like there's an emphasis on low income and SPED families which is great. With most of DC's low income population living in wards 7 and 8, how does DCB expect to meet the needs of these families? From an enrollment perspective, transportation perspective and after care accessibility (cost) perspective? Will the new DCB student population reflect the proportions of the low-income need in the DC community?</p> <p>How will leadership pivot to accommodate the growing school? I see there's a desire to ensure bilingual capabilities, but what is the action plan to ensure there are leaders who are experts in the SPED and low income space?</p>	<p>That's absolutely correct, and we're glad that the emphasis came through. As part of the growth conversations we explored replicating into Wards 7 or 8 as a way to bring the school closer to communities we are interested in serving. For a number of reasons that didn't prove feasible (happy to go into more depth for anyone who is curious), but our commitment remains. We have looked at running a dedicated bus from East of the River and other options, and are still open to what the right solutions are for helping our growing school serve the students it was founded to serve. We would love to go deeper on this and capture all of the ideas and energy that our community has for helping us reach our goals. We hope you can join the next Growth Committee meeting on December 3</p> <p>These are great questions, and are completely aligned with the imperative that, even as we grow, we continue to keep our focus on the students the school was founded to serve. This year, in part in anticipation of growth, we have increased investment in SPED by hiring a SPED Coach and Coordinator (in addition to our existing Director of Student Support Services) and we will closely monitor staffing needs to maintain and grow our level of support. An important part of our growth planning is student recruitment. Sometimes for growing schools that means ensuring you can attract enough kids. For us, we have no problem attracting enough kids, we want to ensure we can attract the students that the school was founded to serve, including low-income students. We would love to go deeper on this and capture all of the ideas and energy that our community has for helping us reach our goals. We hope you can join the next Growth Committee meeting on December 3</p>	<p>Eso es absolutamente correcto y estamos contentos de que el énfasis en el problema haya dado resultados. Como parte de las conversaciones de crecimiento siempre exploramos la replicación en las zonas 7 o 8 como una forma de acercar la escuela a las comunidades en las que estamos interesados en servir. Por varias razones no resultaron factibles (feliz de profundizar con cualquier persona que tenga curiosidad o interés), pero nuestro compromiso continúa. Hemos analizado el funcionamiento de un autobús dedicado desde el este del río y otras opciones; todavía estamos abiertos a todas las soluciones correctas para ayudar a que el crecimiento de nuestra escuela pueda servir a los estudiantes, para quienes fue fundada. Nos encantaría profundizar en esto y captar todas las ideas y la energía que nuestra comunidad tiene para ayudarnos a alcanzar nuestras metas. Esperamos que pueda unirse a la próxima reunión del Comité de Crecimiento el 3 de diciembre.</p> <p>Estas son excelentes preguntas y están completamente alineadas con el imperativo de que, incluso a medida que crecemos, seguimos centrándonos en los estudiantes para los que se fundó la escuela. Este año, en parte en previsión del crecimiento, hemos aumentado la inversión en SPED mediante la contratación de un entrenador y coordinador de SPED (además de nuestro actual Director de Servicios de Apoyo Estudiantil) y supervisaremos de cerca las necesidades de personal para mantener y aumentar nuestro nivel de apoyo. Una parte importante de nuestra planificación de crecimiento es el reclutamiento de estudiantes. A veces, para el crecimiento de las escuelas, eso significa garantizar que pueda atraer a suficientes niños. Para nosotros, no tenemos problemas para atraer a suficientes niños, queremos asegurarnos de poder atraer a los estudiantes para los que la escuela fue fundada, incluidos los estudiantes de bajos ingresos. Nos encantaría profundizar en esto y capturar todas las ideas y la energía que nuestra comunidad tiene para ayudarnos a alcanzar nuestras metas. Esperamos que pueda unirse a la próxima reunión del Comité de Crecimiento el 3 de diciembre</p>

<p><b>DCI related</b></p>	<p>Is there a way to follow up on responses to previously asked questions? I know the school has to be PC, but sometimes parents just want the real answers. For example, the question regarding the DCI pipeline being able to accommodate DCB with the growth plans? If we're unable to attend these follow up meetings, can you share a preliminary answer? Something like, "Yes, that is the plan" or "no, at this time, they cannot, but we are actively exploring options" or "we don't know?"</p>	<p>In terms of follow-up, please feel free to reach out to reach out to anyone in school leadership, in particular Aaron Lemon-Strauss, one of the parent reps on the Board, is happy to engage deeper (aaron@samandaaron.com, 646-287-3164). For the specific questions on DCI pipeline, the short answer is that under this growth plan we will not be able to guarantee every student who enrolls in the new larger cohort (starting PK3 in 2021) will be able to enroll in DCI if existing patterns hold. There are a number of factors that may change: for instance, DCI itself is looking at growth, and if they do they may be able to accommodate our growth (as well as the growth of the other feeders). In addition, there are other middle schools opening which may draw more students away from DCI, reducing the percentage that head to DCI. We will actively communicate this dynamic to all families who may be impacted before they choose to enroll in DCB.</p>	<p>En cuanto al seguimiento, por favor no duden en pedirle ayuda a cualquiera de los líderes de la escuela, específicamente a Aaron Lemon-Strauss, que representa a los padres de familia en la junta directiva. El puede profundizar en cualquier tema. Sus datos son: aaron@samandaaron.com, 646.287.3164. En cuanto a preguntas relacionadas a la <b>tubería</b>, la respuesta inmediata es que bajo este plan de crecimiento no podemos garantizar el cupo a todos los estudiantes, incluso a los ya registrados. Muchas cosas pueden cambiar. Por ejemplo, DCI tiene la mirada puesta en el desarrollo. De crecer, se puede aumentar el número de estudiantes. Más aún: hay otras escuelas intermedias que abrirán pronto, lo cual reducirá el número de nuestros alumnos. Los mantendremos al tanto sobre el impacto que esto pueda tener.</p>
	<p>I hope the December Parent Survey will be very open and clear about the fact that duplication will reduce DCB students chances of getting a slot at DCI to 50% or less.</p>	<p>In the survey will make sure to be clear about the impact that growth will have on DCI matriculation. We do want to make sure that everyone understands the dynamics here - even with growth the chances of getting a slot at DCI will still be greater than 50%, based on current enrollment patterns</p>	<p>En la encuesta nos aseguraremos de tener claro el impacto que tendrá el crecimiento en la matriculación del DCI. Queremos asegurarnos de que todos entiendan la dinámica aquí, incluso con el crecimiento, las posibilidades de obtener un espacio en DCI seguirán siendo superiores al 50%, basado en las inscripción actual.</p>
<p><b>Home Visit Related</b></p>	<p>I want to express agreement with the home visit comment. I was under the impression that we no longer had funds for visits in the home and the garden was preferred "home" or family visit location, especially if you live further away. I did see that families closer to the school would sometimes meet in their homes. I did really enjoy when teachers came to our home bc i feel like they understood a bit more about our family, our commute, the resources in the neighborhood where we live, etc. As growth happens, and as a leveler school – understanding the communities where are families are coming from, especially when living on the other side of the river, will be important and home visits will be even more important.</p> <p>Quiero expresar mi acuerdo con el comentario de la visita al hogar. Tenía la impresión de que ya no teníamos fondos para las visitas en el hogar y que el jardín era el lugar preferido para visitar "el hogar" o la familia, especialmente si vives más lejos. Vi que las familias más cercanas a la escuela a veces se reunían en sus hogares. Realmente disfruté cuando los maestros vinieron a nuestra casa porque siento que entendieron un poco más sobre nuestra familia, nuestro viaje, los recursos en el vecindario donde vivimos, etc. A medida que el crecimiento ocurre y como una escuela niveladora, entendemos Las comunidades de donde provienen las familias, especialmente al otro lado del río, serán importantes y las visitas a domicilio serán aún más importantes.</p>	<p>I am sorry if you felt or feel pressured to meet in the garden with teachers over meeting in your home. I have shared this feedback with our family engagement team who lead the home visit initiative so that we can make sure our teachers are clear that our first preference for home visits is the home, and other locations for meeting (garden or other) are additional options if the family prefer those as the location in which to meet. We are thankful our teachers are open to spend additional time to support our academic program and happy to provide them with appropriate stipend.</p>	<p>Lamento si se sintió o se siente presionado a reunirse en el jardín con los maestros en vez de su casa. He compartido esta inquietud con nuestro equipo de participación familiar que lidera la iniciativa de visitas al hogar a fin de que podamos asegurarnos que nuestros maestros tengan claro que nuestra primera preferencia para las visitas al hogar es el hogar, y que otros lugares de reunión (jardín u otro) son opciones adicionales. Si la familia prefiere esos lugares para reunirse. Estamos agradecidos de que nuestros maestros estén abiertos a dedicar tiempo adicional para apoyar nuestro programa académico y también felices de proporcionarles el estipendio apropiado.</p>
<p><b>General Space-Related</b></p>	<p>Will the common gathering areas of the school (La Plaza, the bistro) be able to accommodate a larger student population? For school performances La Plaza is already overcrowded. Does the bistro kitchen have enough space and equipment to feed hundreds more students?</p>	<p>Determining how we support the full range of student needs that come with growth (beyond just classroom space) has been foundational to the design work we have done so far and we will continue to focus here. The team has worked on a tentative schedule for how students would use the bistro for lunch that accommodates the larger student size. School performances are indeed an issue, and it is likely that we will not be able to hold single performances for the full school without a renovation of La Plaza. Options include staggering performances or investing in additional space for La Plaza.</p>	<p>Determinar cómo apoyamos la gama completa de necesidades de los estudiantes que vienen con el crecimiento de la escuela (más allá del espacio del aula) ha sido fundamental para el trabajo de diseño que hemos realizado hasta ahora y continuaremos enfocándonos aquí. El equipo ha trabajado en un horario tentativo de cómo los estudiantes usarían el bistro para el almuerzo que se adapta la cantidad más grande de los estudiantes. Las presentaciones escolares son realmente un problema, y es probable que no podamos realizar presentaciones individuales para la escuela completa sin una renovación de La Plaza. Las opciones incluyen actuaciones asombradas o invertir en espacio adicional para La Plaza.</p>
	<p>If ingress and egress are not improved or appropriately addressed, I will not be in support of this project. This includes ensuring pedestrian safety", parking and two way in and out of parking lot. *more crossing guards is not appropriately addressing the issue</p>	<p>This is a crucial topic and one that we have devoted significant time to and will devote significantly more time to. In particular the current situation of entering and exiting from the same driveway onto Riggs Rd is a significant challenge. The architects are exploring a number of options for creating more structural safety for pedestrians (as you said, not just crossing guards). There is a PTA committee working on these issues and doing a lot with DDOT to advance on the needed improvements. Please join us for our meeting on Dec 3rd to talk with the committee more about this.</p>	<p>Este es un tema crucial al que hemos dedicado un tiempo significativo y al que le dedicaremos mucho más. En particular, la situación actual de entrar y salir por la misma entrada de la Riggs Rd es un desafío importante. Los arquitectos están explorando varias opciones para tener más seguridad estructural para los peatones (como dice, no sólo los guardias de cruce). Hay un comité del PTA (Asociación de padres y maestros)trabajando en estos temas y haciendo mucho con DDOT para avanzar en las mejoras necesarias. Unáse a nosotros en nuestra reunión del 3 de diciembre para hablar más sobre esto con el comité.</p>
<p><b>Student Recruitment</b></p>	<p>How will we ensure that growth helps those children &amp; families who need it the most?¿Cómo nos aseguraremos de que el crecimiento ayude a aquellos niños y familias que más lo necesitan?</p>	<p>We invite you to talk to us about this on Novemer 12th at 8:15am. Our school registrar will walk us through the student recruitment planning efforts and how you and our whole community can play an important role!</p>	<p>Le invitamos a que asista el 12 de noviembre a las 8:15am a una reunión para conversar sobre esto. Nuestra especialista en admisiones nos contará el plan de reclutamiento estudiantil y como usted y la comunidad entera puede jugar un rol muy importante en esto.</p>
	<p>DCB is AWESOME! We support your choices with expansion and can't wait to serve more kids!! ¡DCB es IMPRESIONANTE! ¡Apoyamos sus elecciones con la expansión y estamos ansiosos para servir a más niños!</p>	<p>Thank you :)</p>	<p>Gracias :)</p>

	<p><b>About the concept of Growth!</b></p>	<p>I do not support school growth. School is still getting into a rhythm of excellence. Need a few more years to solidify excellence before taking on more students. No apoyo el crecimiento de la escuela. La escuela todavía está entrando en un ritmo de excelencia. Necesitan unos años más para solidificar la excelencia antes de recibir a mas alumnos</p>	<p>Thank you for your honesty. We understand your opinion and want to share that at DCB we believe in continuous improvement. Each year we identify the areas to further strengthen and work hard to make improvements in the areas we prioritize. The continuous improvement practice is a never-ending cycle and we will never feel like our school is done working on striving for excellence because every year brings in new students, families and challenges that require full attention and specific goal setting. This being said we recognize that with our strategic plan and the Middle States Accreditation Process we have identified clear goals and metrics we want to make sure we are progressing towards to feel good about and ready to grow. These metrics are also part of the school board's green-lighting process, and if we do not make the necessary targets we look to make the growth planning process can be stopped before proceeding with it past January.</p>	<p>Gracias por su honestidad. Entendemos su opinión y queremos compartir que en DCB creemos en continuar mejorando día a día. Cada año identificamos áreas para fortalecer y trabajar. Esta práctica de mejora continua es un ciclo que nunca se acaba y nunca sentiremos que nuestra escuela ha hecho el trabajo necesario para lograr excelencia porque cada año tenemos nuevos estudiantes, familias y desafío que requieren nuestra atención absoluta y el desarrollo de metas particulares. Esto dicho, reconocemos que con el plan estratégico y el proceso de acreditación de Middle States hemos identificado metas y medidas en las que queremos ver progreso y sentir que estamos haciendo bien para poder crecer. Estas medidas también son parte del proceso de luz verde que la junta directiva tiene y si no cumplimos con las metas propuestas para crecer se puede detener el proceso.</p>
<p><b>Week of 9/30 &amp; 10/7</b></p>	<p><b>Staff related</b></p>	<p>Bilingual leadership or both positions open/ Liderazgo bilingüe o ambas posiciones abiertas</p>	<p>Are you asking if we can ensure that school leadership team members are bilingual? We would love to have all school leadership team members be bilingual and we seek to support all members with language learning of Spanish and English. Right now the school Head of School, Director of Operations, Hive program Manager, Facilities manager, Director of Food and Wellness, Human Resources Manager, Office Manager, and Prek-2 Principal are bilingual. Our Resident Principal 3-5 is proficient in Spanish and continuing to improve in her Spanish language skills each day. We will be committed to working to find future director, or manager level hires who are bilingual.</p>	<p>¿Está preguntando si podemos garantizar que los miembros del equipo de liderazgo escolar sean bilingües? si es así; nos encantaría que todos los miembros del equipo de liderazgo escolar fueran bilingües y buscamos siempre apoyar a todos los miembros con el aprendizaje del idioma español e inglés. En este momento, La Directora Ejecutiva, la directora de operaciones, el gerente del programa Hive, el gerente de operaciones, el director de alimentos y bienestar, el gerente de recursos humanos, el gerente de admisiones y el director de Prek-2 son bilingües. Nuestra directora residente 3-5 es competente en español y continúa mejorando en sus habilidades en el idioma español cada día. Estamos comprometidos a trabajar juntos para encontrar futuros directores o contrataciones de nivel gerencial que sean bilingües.</p>
		<p>How will teacher/staff pay be impacted by expansion? How can we ensure that teachers get COLA? ¿Cómo se verá afectado el salario del maestro /personal con la expansión / personal? ¿Cómo nos podemos asegurar que los maestros /personal obtengan el beneficio de COLA?</p>	<p>The established staff pay scales and compensation bands will remain in place regardless of growth. COLA is most impacted by per pupil funding increases. The annual PPF increase is the primary driver for the school to be able to provide cost of living adjustments in both scenarios. This year we launched a staff committee about benefits and compensation spearheaded by John Breyer our Chief Financial Officer. The committee works to discuss this topic and think through all ways we can enhance our staff pay and benefit options each year. We invite you to join this committee, and if you have any questions about this topic please direct them to our Chief Financial Officer, John Breyer.</p>	<p>Las escalas y bandas de salarios del personal quedarán en su lugar más allá de que crezcamos o no. COLA (el ajuste por costo de vida) es impactado por los incrementos anuales que recibimos por cada estudiante. Esta es la medida más importante de la escuela para poder proveer ajustes al costo de vida en ambos escenarios. Este año tenemos un nuevo comité sobre beneficios y compensación liderado por John Breyer, nuestro director financiero. Este comité trabaja para discutir este tema y pensar de qué manera se puede mejorar el pago y beneficios de nuestro personal cada año. Lo invitamos a que forme parte de este comité y si tiene preguntas sobre este tema las dirija directamente a John Breyer.</p>
	<p><b>Transportation Related</b></p>	<p>Keep in mind parking and walking areas/Tome en cuenta el estacionamiento y las áreas para caminar Traffic in the parking lot./Tráfico en el estacionamiento Transportation: encourage bikes, carpooling, public transit/ Le animamos a llegar en visicletas, viajes compartidos en carro y usar el transporte público Transportation idea: get school buses to minimize parking lot need/Ideas de transporte: obtener autobuses escolares para minimizar la necesidad del uso del estacionamiento</p>	<p>Yes! We have transportation, parking lot, and safe access to and from school during drop off and pick up times as one of the most important topics to discuss throughout this process. There is a PTA committee working on these issues and doing a lot with DDOT to advance on the needed improvements. Please join us for our meeting on Dec 3rd to talk with the committee more about this.</p>	<p>¡Si!, tenemos acceso a transporte, estacionamiento, y seguro acceso hacia/desde la escuela en los horarios de llegada y recogida como uno de los temas mas importantes a discutir en este proceso. Tenemos comite del PTA trabajando en estos temas haciendo mucho con DDOT (por sus siglas en Inglés; departamento de transporte) para avanzar en el mejoramiento necesario. Unase a nosotros en nuestra proxima reunion el 3 de diciembre para hablar más con el comité sobre este tema.</p>
	<p><b>Student Experience Related</b></p>	<p>There should be a discussion about computer lab/ Deberiamos tener una conversación sobre el laboratorio de computación.  Will construction affect kids &amp; culture camp? ¿La construcción afectará al campamento de "kids &amp; culture"?  Will all DCB students always get placement at DCI? Will that be true if we also grow? ¿Los alumnos de DCB tendrán siempre un espacio en DCI? ¿Será eso cierto si también crecemos?</p>	<p>Yes! The academic team lead inclusive of Eleni, Rohini and Alina (as our advisor) are working to determine which specials require which spaces to support the needs of our school programming when at full growth. Please note that this year we have a technology classroom. This is where technology classes are held for grades 2-5 and it includes all of the technology equipment needed for a successful technology specials class.  Construction will affect the way everyone will have to interact with the external areas of the school. We may have to adjust entry points, and parking options to allow for the space needed to have construction happen. Summer programming can still be held during the summer weeks, it will require determining early one which classrooms will be available, and how the children and staff leading the program will enter/exit and use outdoor play spaces.</p>	<p>¡Si! Nuestro equipo académico liderado por Eleni, Rohini y Alina (como nuestra asesora) están trabajando para determinar qué especiales requieren qué espacios para apoyar las necesidades de nuestro programa escolar cuando estemos completamente crecidos. Tenga en cuenta que este año tenemos un aula de tecnología. Aquí es donde se imparten clases de tecnología para los grados 2-5 e incluye todo el equipamiento tecnológico necesario para una clase especial de tecnología exitosa.  La construcción afectará la forma en que todos tendrán que interactuar con las áreas externas de la escuela. Es posible que tengamos que ajustar los puntos de entrada y las opciones de estacionamiento para permitir el espacio necesario para que se realice la construcción. La programación de verano todavía se puede llevar a cabo durante las semanas de verano, requerirá determinar temprano qué aulas estarán disponibles y cómo los niños y el personal que lidera el programa entrarán / saldrán y usarán espacios de juego al aire libre.</p>
			<p>Please join us to learn more about DCI and the pipeline process on</p>	<p>Por favor únase a nosotros el jueves 26 de octubre para</p>

9/23-9/27		My biggest concern is making sure there are GUARANTEED spots at DCI for all DCB kids so my kids can stay with their friends and community./Mi mayor preocupación Mi mayor preocupación es asegurarme de que haya lugares GARANTIZADOS en DCI para todos los alumnos graduados de DCB para que mis hijos puedan quedarse con sus amigos y la comunidad.	Please join us to learn more about DCI and the pipeline process on Thursday, October 26th. Mary Schaffner the Executive Director of DCI will join us and be able to answer questions.	conocer mas sobre la escuela DCI y el proceso de entrada a DCI. La Directora ejecutiva de DCI Mary Schaffner estará presente para responder preguntas.
		After School programs should go back to being open to all students, not just those in after-care/ Los programas-Clubes después de escuela deberían estar disponibles para todos los alumnos, no solamente para los que están inscritos en el programa de después de la escuela.	One of the things we need to streamline (as much as possible) are the afterschool programmatic options offered to students. With a new full-time manager of the Hive program (Ms. Catalina) we need to coordinate all the activities happening after school. This will help ensure that the accessibility is equitable for all students, that the ratios and safety measures are appropriate, and that we can streamline communication about all opportunities in a successful way. Also, we are currently working on the voucher application process. It is our hope that our school will be able to accept vouchers for students to attend the after school program at a much more reduced or no cost. Please feel free to schedule a meeting with Daniela and Catalina to learn more about the vision for afterschool programming.	Una de las cosas que necesitamos alinear (lo más posible) son las opciones programáticas para después de la escuela que se ofrecen a los estudiantes. Con un nueva coordinadora de tiempo completo del programa Hive (La Sra. Catalina) necesitamos coordinar todas las actividades que ocurren después de la escuela. Esto nos ayudará a garantizar que la accesibilidad sea equitativa para todos los estudiantes, que el número de estudiantes y las medidas de seguridad sean apropiadas, y que podamos agilizar la comunicación sobre todas las oportunidades de manera exitosa. No dude en programar una reunión con Daniela y Catalina para obtener más información sobre la visión para la programación después de la escuela.
	<b>New Student Recruitment Related</b>	Recruitment that you are focusing on low-income/at risk/SPED. Also focus on ESL learners/Native Spanish speakers/EI reclutamiento está enfocado en bajos ingresos / en riesgo / SPED (Educación Especial)por sus siglas en inglés . También en estudiantes de ESL.(Inglés como segundo idioma) por sus siglas en inglés/ hablantes nativos de español	Yes, we completely agree and we will make sure to add this focus into the student recruitment plan!	¡Si, estamos totalmente de acuerdo y nos aseguraremos de agregar este enfoque al plan de reclutamiento de estudiantes!
	<b>Praise/Positive Feedback</b>	Great Presentation! ¡Gran presentación!	Thank you for all of this support. We are grateful and appreciative.	Gracias por todo este apoyo. Es muy apreciado y agradecido.
		Love it, gracias! ¡Me encanta!		
I really like the talking point about the NEED in the community for high-quality bilingual ed. We owe this to the world! Realmente me gusta el tema de conversación sobre la NECESIDAD en la comunidad para la educación bilingüe de alta calidad. ¡Se lo debemos al mundo!				
	DCB: Estoy muy contenta con todo el equipo de DCB por el tremendo trabajo que estan haciendo.			
	Estar al tanto del progreso de la escuela es el crecimiento de nuestros niños. Me encanta participar en estas reuniones.			
<b>Other</b>	2 years!? not long enough! Maybe 3./ ¿12 años!? ¡no es mucho tiempo! Quizas 3.	We understand that two years does not seem like enough time. We are currently keeping the two year timeline in mind, but recognize that if more time is needed to execute a successful project we will have to discuss extending the timeline. This will all be part of the process and clearly communicated throughout.	Entendemos que dos años no parecen tiempo suficiente. Actualmente estamos tomando en cuenta la línea de tiempo de dos años, pero reconocemos que si se necesita más tiempo para ejecutar un proyecto exitoso, tendremos que discutir la extensión de la línea de tiempo. Todo esto será parte del proceso y se comunicará claramente en todo momento.	
	It was mentioned that teachers receive a stipend for home visits. If this is correct, then it should be communicated with parents so they don't feel pressured to meet in the garden.Se menciona que los maestros reciben una remuneracion por las visitas al hogar. Si esto es correcto, entonces los padres deberían ser informados para que no se sientan presionados a reunirse en el jardín.	I am sorry if you felt or feel pressured to meet in the garden with teachers over meeting in your home. I have shared this feedback with our family engagement team who lead the home visit initiative so that we can make sure our teachers are clear that our first preference for home visits is the home, and other locations for meeting (garden or other) are additional options if the family prefer those as the location in which to meet. We are thankful our teachers are open to spend additional time to support our academic program and happy to provide them with appropriate stipend.	Lamento que se haya sentido presionado en tener su reunión en el jardín con los maestros en vez de su casa. He compartido esta retroalimentación con nuestro equipo de Involucramiento Familiar que lidera la iniciativa de visitas al hogar para que podamos asegurarnos de que nuestros maestros tengan claro que nuestra primera preferencia para las visitas al hogar es el hogar en sí, y que otros lugares de reunión (jardín u otro) son opciones adicionales. si la familia prefiere esos como el lugar donde reunirse. Estamos agradecidos que ls maestros están abiertos a dedicar tiempo adicional a nuestro programa académico y que podemos remunerarlos apropiadamente por ese tiempo.	



## **Board of Directors Meeting**

DC Bilingual Public Charter School  
33 Riggs Road, NE Washington, DC  
Tuesday, February 4, 2020  
8:30AM

### **Board Members**

**Present:** A. Abbas, D. Gershowitz, I. Juarez, R. Lambert, L. Parris, N. Ramey, A. Suarez

**Participating Remotely:** B. F. Guillen-Woods, A. Lemon-Strauss, C. Peyton, S. Redd, D. Z. Shaw, M. Taddese

**Absent:** None

### **School Leadership:**

- Alexandra Alderman – Director of Development
- Daniela Anello – Head of School
- John Breyer – Chief Financial Officer
- Eleni McCabe – Principal, PK-2
- Rohini Ramnath – Resident Principal, 3-5
- Alina Thouyaret – Academic Consultant

### **Guests:**

- Brad Olander, EdOps
- Lester Matlock, previous Board Chair
- Susie Rosenbaum, previous Board Chair

N. Ramey called the meeting to order at 8:35 am.

N. Ramey welcomed new Board members Iris Juarez and Ahmar Abbas to the Board.

**BOARD VOTE:** N. Ramey moved to approve the January meeting minutes, R. Lambert seconded, and the Board approved unanimously.

### **1. Head of School Report**

D. Anello discussed the process of engaging staff about school budgeting and a survey that seeks to learn what the most important benefits are to staff. D. Anello previewed the



upcoming college and career day and invited Board members to participate and share their journeys.

## **2. Growth Committee**

D. Anello opened the conversation by recognizing that DCB has grown before, and in very challenging circumstances. In 2015 we added over 100 students (and moved buildings) when the opportunity came up to move from Centronia to our current facility. The school is now in a stronger position and much better prepared for growth.

D. Anello outlined the reasons for growth, centered on the school's success at serving at risk students and an interest in serving more students who need support. She also walked through the strong demand and long waitlist. The Board asked questions about ensuring new seats for at risk students and D. Anello's involvement in several initiatives and work streams on this concern.

The Board reviewed the adopted Greenlighting plan for growth and noted that all indicators have been met.

D. Anello presented on the steps taken so far to prepare for growth and the extensive work that has been done with the growth committee, school staff, PTA, and parents. B. F. Guillen-Woods walked the Board through the results of the parent and staff surveys on support for growth, which show a strong majority of each supporting growth.

R. Ramnath walked through the plans for how class counts and enrollment would change by grade by year for the next eight years until we reach full growth of 712 total students as well as the by grade by year enrollment if the school does not grow. The Board asked questions about how enrollment will impact the DCI feeder pattern for DCB.

A. Thouyaret walked through the programmatic planning for growth, including staffing, academic operations, and teacher support. The Board asked several questions about alternate models, staffing, financial feasibility, and ensuring consistency with the school's mission and sustainability.

E. McCabe presented on the proposals for how scheduling, play time/space, specials, and lunch will work in a growth environment. She included the plans to increase outdoor play space and ensure a significant addition in indoor play space.

A. Suarez introduced the financial components of the growth plan and noted all of the work that has gone into this from the Finance Committee, DCB Staff, and EdOps. B. Olander and J. Breyer walked through the financial model and where there continue to be variables and risks. Many of these variables and risks (and certainly any of the financially significant ones) will be addressed before we start construction on the project.



The Board will have an additional vote before we commit to a specific funding package and final terms.

B. Olander pointed out that the school will need to raise money to cover the time during growth before we get to the full student count. J. Breyer discussed the timeline going forward, including the process with DGS, DCRA, and Commission on Fine Arts.

D. Anello presented an update on the development plan, including our strong success to date under A. Alderman's leadership. She also discussed next steps and additional opportunities for the remainder of the school year. The Board had a discussion about the need for additional funding, financial commitments, and financial sustainability of committing to growth.

As the presentations wrapped up, several Board members commented on how special the school is and how important it is that more students are able to take advantage of what the school offers, their personal journey to the Board, their concerns around fundraising, and the professionalism and readiness of the staff and thoroughness of the overall presentation. There was also discussion of the history of the school and how much has been accomplished.

**BOARD VOTE:** "The Board approves growth, contingent on a financing plan from school leadership that includes a capital contribution consistent with the financial model, DC building approval, and PCSB enrollment approval." N. Ramey called for questions and a vote; A. Suarez seconded; Board voted unanimous consent with C. Peyton abstaining.

**BOARD VOTE:** "The Board approves moving forward with applying for permits with DC and applying for an enrollment ceiling increase with PCSB." N. Ramey called for questions and a vote; A. Suarez seconded; Board voted unanimous consent.

Meeting was adjourned at 11:47am