



De La Comunidad Bilingual K-12 Public Charter School

Prospective School Address: 291 Westminster Street, Providence, RI 02903

Temporary Mailing Address: 235 Georgia Avenue, Providence, RI 02905

Application submitted to the Rhode Island Department of Education by the following members of the Board of Directors and Application Team:

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6. Joshua Laplante, *Superintendent*
7. Jose Valerio, *Principal*
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10. Sarah Hesson, *Associate Professor of TESOL and Bilingual Education, Rhode Island College*
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Table of Contents

1.	Cover Page.....	3
2.	Executive Summary.....	4
3.	Mission Statement.....	6
4.	Proposed New Student Seats and Enrollment.....	9
5.	Goals and Track Record of Performance.....	10
6.	Community Need and Support.....	13
7.	Educational Program.....	18
	A. Guiding Principles.....	18
	B. Curriculum and Coursework.....	22
	C. Learning Environment and Pedagogy.....	29
	D. Special Populations.....	33
	a. Multilingual Learners	
	b. Students with Differing Abilities	
	c. Gifted and Advanced	
	E. Assessment System.....	37
	F. Promotion and Graduation.....	39
	G. School Culture.....	40
8.	Organizational Capacity.....	44
	A. Establishing Persons or Entities.....	44
	B. Applicant Group.....	45
	C. Board Development and Duties.....	47
	D. Staffing Plan.....	49
	E. Leadership.....	51
	F. Teachers.....	54
	G. Management Organizations and Other Essential Partners.....	60
	H. Family-School Partnerships.....	60

9.	Facilities.....	65
10.	Operations.....	67
11.	Finance and Budget.....	70
12.	Schedule and Calendar.....	75
13.	Startup Timeline.....	76
14.	Variances.....	77
15.	Charter School Program Grant Intent to Apply.....	78
16.	Appendices: Table of Contents.....	79
17.	Appendices.....	80

1. COVER PAGE

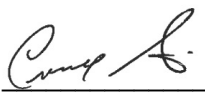
Name of Charter: De La Comunidad Bilingual

Charter Type: Independent

Location of Charter School: 291 Westminster Street, Providence, RI 02903

Enrolling Communities (if statewide, write statewide): Providence, Pawtucket, Cranston

Primary Contact Name: Carol Aguasvivas

Primary Contact Signature: 

Primary Contact Role: Board Chair

Date: June 23, 2025

Address: 143 Woodbine Street

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City/State/Zip: Cranston, RI 02910

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Charter	Grade Levels Served	Enrollment	Communities Served
SY27-28 proposed new or expanded charter	K, 1, 2	140	Providence, Pawtucket, Cranston
SY31-32 proposed new or expanded charter	K, 1,2,3,4,5,6,7,8, 9	478	Providence, Pawtucket, Cranston
Proposed new or expanded charter at-scale	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	628	Providence, Pawtucket, Cranston

Signature of Charter Board Chair: 

Print Name: Carol Aguasvivas

Organization/Title: Los Ángeles de la Comunidad
(Community Angels)

Date: 6/23/2025

Signature of Establishing Entity Representative: 

Print Name: Madalyn Ciampi

Position/Title: Executive Director, Providence Promise

Date: 6/23/2025

2. Executive Summary

Mission: De La Comunidad Bilingual (DLC) is a K-12 public charter school that prepares all learners to graduate biliterate and ready to lead in their communities and beyond through rigorous dual language (DL) education and a full-service community school model.

Needs Addressed: DLC will close key gaps in RI's education landscape as the state's first K-12 dual language public charter school built on a full-service community school (FSCS) model. Multilingual Learners (MLL) face persistent opportunity gaps, including higher absenteeism and lower graduation rates than non-MLL peers.¹ The challenges are compounded for MLLs with learning differences and the 73% who are eligible for free and reduced price lunch.² From 2010-2020, RI saw the nation's highest growth in MLL enrollment; 81% of MLLs speak Spanish, reflecting a rapidly growing and underserved population.³ Research shows dual language and FSCS models improve academic outcomes for all learners, yet only 3% of Providence students attend dual language programs, and comprehensive FSCS schools remain scarce.⁴

RIDE Priorities: DLC advances equity and college and career readiness, particularly for students with learning differences, multilingual learners (MLLs), and economically disadvantaged youth from RI's urban communities. Its rigorous, linguistically and culturally sustaining dual language program also offers holistic wellness services and wraparound support that address both academic and non-academic needs.

Goals: Students will demonstrate academic excellence, outperforming state and district averages on statewide assessments. Students will develop biliteracy in Spanish and English and be eligible for the Seal of Biliteracy. DLC will ensure access to comprehensive wellness and wraparound services for students and families. Project-based learning will link academics to real-world challenges supported by FSCS services. DLC will maintain full enrollment, strong attendance and retention, and financial sustainability.

Applicant Team: The highly qualified applicant team includes RI-based education professionals Sarah

¹ RI Department of Education. *Strategic Plan for Multilingual Learner Success*.

² National Center for Learning Disabilities. *English Learners and Students with Disabilities: The Intersection of Language, Culture, and Disability*. NCLD, 2019, p.4; Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*. 2005. <https://rikidscount.org/factbook/>

³ *Rhode Island KIDS COUNT Factbook*. 2025; Rhode Island Department of Education. "Multilingual Learners Public Summary." *DataCenter*, 1 May, 2025, <https://datacenter.ride.ri.gov/Home/FileDetail?fileid=996>.

⁴ Collier, Virginia P., and Wayne P. Thomas. *The Astounding Effectiveness of Dual Language Education for All*. George Mason University, 2004. https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf; Maier, Anna, et al. *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence*. Learning Policy Institute, 2017; Rhode Island Department of Elementary and Secondary Education, *Public Schools Enrollment Dashboard: October Public Enrollment, 2024–25*. Approximate data from three dual language schools—Leviton, Nuestro Mundo, and ICS. <https://datacenter.ride.ri.gov/Home/FileDetail?fileid=994>

Arntsen, Edda Carmadello, Evelyn Cosme Jones, Sarah Hesson, Joshua Laplante, Jose Valerio, and nonprofit and community leaders Carol Aguasvivas and Rachel Palumbo.

Educational Program: DLC's two-way immersion DL program ensures academic success in both Spanish and English through high-quality instructional materials (HQIM) and a research-based language allocation plan. It affirms students' linguistic heritage and develops the biliteracy and sociocultural fluency needed to lead locally and globally. Project-based learning fosters critical thinking and civic engagement, leveraging the FSCS supports to strengthen students' ties to their community. Students will be eligible for the Seal of Biliteracy, emerging as global citizens prepared to lead and serve their community and beyond.

Mission-Specific Focus: DLC offers a K-12 path to biliteracy, prioritizing enrollment for traditionally underserved and Spanish-dominant students. It will serve as a hub integrating dual language programming and wellness services to strengthen connections among students, families and the broader community.

Teaching, Supervision and Support: Teachers at DLC will use HQIM aligned with EdReports and receive training in best practices for DL instruction. Ongoing PD will start with summer orientation and continue year-round. Skilled leaders will facilitate instructional communities of practice, support teachers through observations, coaching, and evaluation. DLC will partner with local colleges and international organizations to recruit and retain highly qualified dual language and culturally competent educators.

School Governance and Management: DLC leadership and its Board will reflect the diversity of the students and community served. The Board is accountable for academic and financial performance, mission alignment, Superintendent evaluation, and RIDE accountability. It will follow open meetings and ethics laws, meet monthly, convene committees, and host an annual retreat. The Superintendent will oversee academic and organizational goals, reporting to the Board of Directors and related committees.

Organizational Plan: Providence Promise, DLC's sponsor agency, promotes higher education access by opening and funding college savings accounts and providing bilingual wraparound services and support. Based in Providence, this partnership will support DLC's development and ongoing success. As a FSCS, DLC will utilize data from community surveys, focus groups, and individual interviews to build wellness and wraparound partnerships during its planning years.

3. Mission Statement

De La Comunidad Bilingual is a K-12 public charter school that prepares all learners to graduate biliterate and ready to lead in their communities and beyond through rigorous dual language education and a full-service community school model.

This mission will be realized through a coherent K–12 dual language program and a robust FSCS model that work in tandem to create a rigorous and supportive educational environment for all students. As students advance, they will develop biliteracy, strengthen their sense of identity and connection to community, and acquire the academic and social-emotional skills necessary to contribute meaningfully in local and global contexts. These outcomes will be evidenced by students earning the Rhode Island Seal of Biliteracy, engaging in real-world, project-based learning that connects classroom knowledge to community assets and challenges, and consistently outperforming enrolling district averages on key academic indicators.

Graduate Biliterate: Graduating biliterate—not just bilingual—with the ability to listen, speak, read, write and think critically in two languages, is central to DLC’s mission and reflects a broader commitment to equity, academic excellence, and opportunity. Students will progress through a coherent and rigorous K–12 dual language program to develop full proficiency in both Spanish and English. Research shows that bilingualism enhances cognitive flexibility, executive functioning, and problem-solving skills, and is associated with long-term academic and economic advantages.⁵ Even more significantly, biliteracy affirms students’ cultural and linguistic identities and contributes to a strong sense of belonging, which research confirms are key drivers of academic engagement and long-term success.⁶ Biliteracy also strengthens students’ ability to engage across lines of difference, communicate with diverse communities, and contribute meaningfully in both local and global contexts. The RI Seal of Biliteracy will serve as a tangible marker of this achievement, underscoring each student’s readiness to lead, advocate, and thrive. DLC is committed to leading the state in Seal of Biliteracy attainment, setting a new bar for what’s possible for multilingual learners and all students.

Ready to Lead in Their Communities and Beyond: DLC graduates will be prepared for college, career, civic leadership, and purposeful engagement in their communities. Through meaningful project-based learning

⁵ Bialystok, Ellen. “Bilingualism: The Good, the Bad, and the Indifferent.” *Bilingualism: Language and Cognition*, vol. 12, no. 1, 2009, pp. 3–11.

⁶ Centers for Disease Control and Prevention. *School Connectedness: Strategies for Increasing Protective Factors among Youth*. U.S. Department of Health and Human Services, 2022, <https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>.

(PBL) experiences, students will partner with local organizations to address authentic community needs while building critical thinking, empathy, advocacy, and leadership skills. By engaging in at least one interdisciplinary, community-focused project each semester, students will develop practical problem-solving abilities and collaborative competencies essential for leadership. Student projects will be assessed using a PBL rubric that evaluates collaboration, problem-solving, community impact, and leadership growth. By grade 8, 90% of students are expected to demonstrate measurable growth in EL's Habits of Character through student-led conferences featuring portfolio reflections. Being ready to lead "beyond" means understanding global interdependence and promoting justice, peace, and sustainability. In alignment with the UN's Global First Initiative, our education prepares young people to build "more just, peaceful, tolerant and inclusive societies." Graduates will emerge as community stewards and global citizens ready to contribute meaningfully and lead with purpose.

Rigorous Dual Language Education: As RI's first K–12 dual language school, DLC will provide an immersive language experience designed to promote bilingualism and biliteracy for all learners, especially MLLs, the state's fastest-growing student group.⁷ Culturally relevant and sustaining curricula, delivered in both Spanish and English, affirm students' lived experiences, strengthen engagement, and foster a deeper connection to academic content.⁸ An emphasis on early literacy and numeracy will serve as the academic foundation for long-term biliteracy and academic achievement. In the early grades, literacy instruction will focus on developing phonemic awareness, oral language, and comprehension in both Spanish and English, while numeracy instruction will build deep conceptual understanding through hands-on, language-rich math instruction. Instruction will begin with greater exposure to Spanish at 90/10 and transition to a 50/50 Spanish-English model as students progress. DLC will operate as a fully inclusive school; all content will be designed to benefit all students, including MLLs, native English speakers, students with learning differences, and economically disadvantaged students. Research shows that dual language programs are the most effective model for long-term academic success among English learners.⁹ Recognizing that students will enter the school with different needs and that additional support will be necessary, DLC will implement

⁷ RIDE, *State of Education Report*, 2022.

⁸ Thomas & Collier, *Why Dual Language Education?*, 2017.

⁹ Thomas & Collier, *Why Dual Language Education?*, 2017.

thoughtful Multi-Tiered System of Supports structures to provide both English Language Learners and Spanish Language Learner (SLL) support, an intentional dual-language distinction. Graduates will be eligible for the Seal of Biliteracy and may earn college credits through advanced placement or dual enrollment, enhancing their postsecondary readiness and workforce competitiveness.¹⁰

PBL serves as the pedagogical bridge between DLC's two foundational pillars: rigorous dual language instruction and a full-service community school model. Through interdisciplinary, community-rooted projects, students will apply academic knowledge in both Spanish and English to real-world challenges, deepening their biliteracy and civic engagement. By engaging in community-based projects, students see their cultural knowledge and lived experiences reflected in their learning, reinforcing their identity, agency, and belonging. Integrated supports, including health, mental health, and family services, not only ensure students are well and ready to learn but also serve as authentic contexts for learning. Throughout these experiences, students engage with complex grade level texts, conduct inquiry-based research, and collaborate to solve real-world problems. Students will not only meet but exceed RI's academic standards. Academic progress will be tracked through standardized assessments, PBL rubrics, performance based assessments, student self-assessments and reflections, portfolios and community partner surveys. We will measure student belonging annually via SurveyWorks and the ED School Climate Surveys, using feedback to refine our approach to supporting students holistically.

Full-Service Community School Model: As a full-service community school, DLC will address non-academic barriers to learning through a coordinated network of partnerships with local wellness and wraparound service providers. This network will connect students and families to services including mental health care, food and housing support, and preventative medical care. Some services will be co-located at the school, while others will be delivered in the broader community or through mobile and virtual supports, ensuring flexible and accessible pathways for families. Services will be designed in collaboration with students, families, and community partners and reassessed annually to ensure they reflect community voice and evolving needs. Chronic absenteeism is a pressing concern in RI, with 30.8% of MLLs chronically

¹⁰ RIDE, *Seal of Biliteracy Overview*, 2023.

absent in 2023-24.¹¹ DLC will proactively reduce absenteeism by integrating Dr. Karen Mapp's Dual Capacity-Building Framework for Family-School Partnerships and offering on-site services to build trust and engagement (Appendix 02).¹² Progress will be measured by increased engagement in school-based wellness and wraparound services and high participation in SurveyWorks, alongside attendance data and graduation rates. Community partnerships will be assessed through yearly community impact and sustainability measures as well as progress towards DLC's academic, mission aligned and organizational strength goals.

4. Proposed New Student Seats and Enrollment

DLC's dual-language, FSCS public charter school will serve Providence, Pawtucket, and Cranston and ensure that all students—regardless of language, background, or ZIP code—graduate bilingual, biliterate, and prepared for postsecondary success. The enrollment table can be found in Appendix 03.

While MLLs represent a growing portion of the student population across these districts, they face systemic barriers to academic achievement and access to rigorous, affirming, asset-focused dual-language education. DLC addresses this gap by promoting biliteracy, academic success, and cultural pride. Its instructional model and wraparound supports are designed to close opportunity gaps for low-income students and students of color. By partnering with trusted, place-based community organizations, DLC will extend its reach and holistically support families.

DLC's growth plan is rooted in a commitment to balancing mission fidelity with operational sustainability. The enrollment strategy reflects a deliberate approach to scaling. Class sizes will begin at 22 in kindergarten, 24 in grades 1 to 8, and 25 in grades 9 to 12, and will increase gradually as students become developmentally ready for larger peer groups. This phased approach allows the school to build capacity intentionally, support high-quality instruction, and adapt to evolving student needs. The chosen school size enables DLC to sustain a comprehensive academic program and maintain an inclusive environment where every student is known and supported. This steady growth model will support the recruitment and retention of bilingual educators, allow for thoughtful adjustment of facilities and schedules, and support the development of instructional models tailored to a diverse student body.

¹¹ RIDE, *Chronic Absenteeism Data Report*, 2023.

¹² Mapp & Bergman, 2021.

Access to DLC will be actively designed, not left to chance. Outreach will target MLLs, newcomer families, and historically underserved populations through bilingual media, flyers, community canvassing, open houses, and Cafecitos con la Comunidad. Enrollment support will be offered through a multilingual hotline, walk-in hours, and fully translated materials. Partnerships with organizations like Dorcas International, Ángeles de la Comunidad, and Providence Promise will help deepen neighborhood relationships and expand reach.

DLC will seek a variance from RIDE to implement equity-focused lottery preferences (see Variance section for details). These preferences reflect the school’s belief that students most likely to benefit from a dual-language, culturally affirming program should have equitable access to it. The school will collaborate with RIDE to ensure implementation is transparent, legally compliant, and accountable. Demographic and geographic trends will be monitored annually to inform ongoing outreach and engagement efforts.

DLC will follow all enrollment, admissions, and lottery guidelines as outlined in the Rhode Island Charter School Regulations (200-RICR-20-05-2) and will work closely with RIDE to ensure compliance at each stage of the enrollment and lottery process (see Appendix 04).

DLC anticipates an annual attrition rate of 5–7%, aligned with statewide charter averages, and will backfill seats in accordance with RIDE policies, particularly in earlier grades where dual-language immersion has the greatest impact. The school’s proactive approach to retention emphasizes continuity, early intervention, and holistic support. DLC will maintain an active waitlist and facilitate re-enrollment through personalized outreach. Re-engagement strategies will include mid-year check-ins, follow-up calls, and home visits to support students at risk of disengagement or chronic absenteeism. Community partnerships will provide academic, health, and social supports during transitions, and targeted outreach will engage families experiencing disruption. Real-time monitoring will guide adjustments to recruitment and retention strategies.

5. Goals and Track Record of Academic Performance

Establishing baseline data in year one will allow DLC to track growth, inform decisions, and measure progress in closing opportunity gaps. DLC will focus on improving outcomes for multilingual learners, students with learning differences, and other historically underserved groups—aiming to exceed

performance levels of similar subgroups in sending districts and demonstrate consistent, year-over-year growth for all students leading to outperforming state and district averages.

DLC will meet all requirements outlined in RI's Charter School Performance Review System and is committed to earning a three- or four-star rating—approaching five stars—as a demonstration of excellence. In addition, the nine goals outlined below reflect high expectations across all grade levels for student academic success, a deep connection to the school's mission, and a commitment to strong organizational performance.

Category	Focus	Goal Statement	Measures of Success
Student Academic Performance Goal	Academic Proficiency (Grades 3–12)	Students will demonstrate achievement on statewide assessments (RICAS, PSAT, SAT, NGSA).	<ul style="list-style-type: none"> - Grades 3–8 students will outperform enrolling districts in ELA and Math by at least 15 percentage points (weighted average on RICAS). - High school students will exceed district/state averages on PSAT, SAT (Reading & Math), and NGSA (Science).
	Early Literacy* (Grades K–2)	Students will demonstrate foundational literacy growth in early grades.	<ul style="list-style-type: none"> - At least a 10 percentage point increase over baseline proficiency on i-Ready ELA Diagnostic. - Growth tracked by subgroup to ensure opportunity gaps are closing. - Spanish literacy assessed through i-Ready in K–2; English assessment added by the end of Grade 2.
	Foundational Mathematics* (Grades K–2)	Students will demonstrate growth in early math skills.	<ul style="list-style-type: none"> - At least a 10 percentage point increase over baseline proficiency on i-Ready Math Diagnostic. - Assessments align with language of instruction; English math assessments added by the end of Grade 2.
Mission Aligned Goal	Biliteracy & Bilingualism	Students will develop bilingual proficiency in Spanish and English.	<ul style="list-style-type: none"> - K–8 students take Spanish i-Ready Diagnostics twice annually; 80% meet/exceed annual growth targets. - 100% of seniors take RIDE-approved assessments in Spanish (STAMP/AP) and English (ACT, SAT, AP), with increasing percentages meeting proficiency each year. - Exit criteria and growth targets informed by baseline data.
	College & Career Readiness	Students will be prepared for postsecondary success.	<ul style="list-style-type: none"> - At least 90% of seniors complete individualized postsecondary plans with progress across milestones (e.g., FAFSA, college apps). - 100% complete at least one AP, dual enrollment, or early college course. - At least 80% of high school students participate annually in career-connected learning (internships, job shadowing, industry projects).

	Project-Based Leadership Development	Students will develop interdisciplinary bilingual leadership and problem solving skills through community focused projects.	<ul style="list-style-type: none"> - 100% of students complete at least one bilingual, community-focused project per semester. - Projects evaluated on PBL rubric (standards mastery, collaboration, problem-solving, impact, leadership). - Language domain rubric used to assess bilingual skills. - By Grade 8, 90% of students demonstrate growth in leadership and SEL competencies through portfolios and student-led conferences.
	Full-Service Community School (FSCS) & Family Support	Students and families regularly engage with a FSCS model designed to holistically meet community needs.	<ul style="list-style-type: none"> - 90% of families needing services access them through partnerships or referrals (Access). - 80% of families engage in at least one FSCS offering (Utilization). - 90% family satisfaction on annual surveys; feedback gathered via focus groups/community circles (Satisfaction & Feedback). - Annual FSCS Community Impact & Responsiveness Report published (Responsiveness).
Organization al Strength Goal	Enrollment & Attendance	DLC will maintain high enrollment and daily attendance.	<ul style="list-style-type: none"> - School remains fully enrolled each year with a waitlist. - Maintain average daily attendance $\geq 90\%$.
	Financial Sustainability	DLC will operate with long-term financial viability.	<ul style="list-style-type: none"> - Balanced budget by Year 3 with 60+ days of cash on hand. - Secure multi-year grants or philanthropic funding to sustain FSCS and wraparound services.

**At DLC the majority of instruction will be taught in Spanish in the early grades, which will be further outlined in the language allocation plan within the Educational Program section of the application. To accurately capture students' developing bilingual proficiency and literacy, early assessments will be administered in Spanish. Formative assessments will match the language of instruction.*

Track Record of Success: DLC is partnering with the RI Education Collective (the Collective) and the Canizales Group to support the design and successful launch of the school. The Collective has successfully established a robust charter support operation, which, in just one year, has helped secure millions in funding for school creation, facility acquisition, and improvement. In addition, the Collective supports instructional leadership development in six schools across the state, an educator network, targeted community engagement and advocacy, and will soon launch a dedicated charter school board training program to strengthen governance capacity across the state.

The Canizales Group was founded by award-winning, equity-driven former school and system leaders committed to advancing high-quality dual language education nationwide. They support the launch,

growth, and improvement of dual language schools in communities across the U.S., including Washington, D.C., Boston, California, Oregon, and Rhode Island. Co-founder Mayra Cruz, former leader of Oyster-Adams Bilingual School—the nation’s second-oldest dual language school—guided it to National Blue Ribbon recognition and was named 2020 Principal of the Year by the U.S. Department of Education. Co-founder Yanira Wandera brings deep expertise in school founding, charter renewal, and accreditation, having led a K–12 charter school and multiple successful WASC evaluations as a former Head of School.

DLC will take full advantage of its planning years ahead of its Fall 2027 opening to refine key aspects of the school design. This includes finalizing curriculum selection, strengthening community partnerships to support the FSCS model, and continuing to build internal systems that reflect the school’s mission and values.

6. Community Need and Support

DLC, located in Providence, RI, is intentionally designed to prepare all students for college and career success through a unique model that combines dual language immersion with a full-service community school (FSCS) approach. With a particular focus on multilingual learners, differently-abled students, and economically disadvantaged youth, RIDE’s stated priorities, DLC, will enroll students from Providence, Pawtucket, and Cranston. While these cities are vibrant and resource-rich in many ways, they also face persistent systemic barriers to student opportunity and well-being. High rates of poverty and school underperformance have made it difficult for many students, particularly multilingual learners and students with learning differences, to thrive. DLC responds to these realities with an inclusive, community-rooted school model that integrates rigorous, culturally affirming academics with wellness and wraparound support. The economic and demographic context of DLC’s sending communities is detailed in Table 1 and Table 2 below. **Table 1: Economic and Educational Attainment Data for the State and Sending Districts**

Economic / Education Statistics	Total Population (est. 2023)	Median Household Income (2023)	Persons in Poverty	High School graduate or higher	Bachelor's Degree or Higher	In civilian labor force (16+)	Total Employer Establishments 2022	Total employment 2022
State	1,112,308	\$86,372	10.8%	89.5%	37.3%	64.6%	29,490	439,021
Providence	190,792	\$66,772	20.1%	81.9%	34.7%	64.3%	-	-

Pawtucket	75,321	\$67,436	13.6%	82.5%	23.5%	70.4%	-	-
Cranston	82,635	\$87,716	8.7%	90.6%	35.8%	65.7%	-	-

Table 2: Racial and Ethnic Demographic Data for the State and Sending Districts

Demographics	White	Black	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Two or More Races	Hispanic or Latino	White alone, not Hispanic or Latino	Language other than English spoken at home
State	82.4%	9.3%	1.3%	3.7%	0.2%	3.1%	18.0%	69.2%	22.7%
Providence	40.7%	13.3%	1.0%	5.9%	0.1%	18.7%	44.3%	34.0%	49.0%
Pawtucket	53.0%	14.6%	0.6%	1.6%	0.1%	18.7%	24.6%	47.7%	37.9%
Cranston	70.9%	6.0%	0.4%	7.3%	0.2%	9.0%	16.7%	66.8%	24.8%

We project that 70–80% of our students will be Latino/Hispanic, with many coming from Spanish-speaking households. Approximately 35–45% are expected to be multilingual learners (MLLs), and 60–70% will come from economically disadvantaged backgrounds. We also anticipate that 15–20% of students will be immigrants or newcomers to the U.S.

This projected distribution reflects both geographic proximity and alignment with the school’s mission to serve historically underserved students with a culturally affirming and rigorous bilingual program. As noted in Table 3, Providence and Pawtucket have large populations of Latino families and MLL students, making DLC’s dual-language and FSCS model especially well suited to meet the needs of these communities. Cranston, while representing a smaller share of enrollment, remains an important partner community with a growing number of multilingual families who stand to benefit from DLC’s inclusive, responsive approach. Enrolling students from across these three cities not only fosters cross-community collaboration and regional diversity, but also strengthens the school’s two-way immersion model by balancing native Spanish and English speakers, ensuring that all students can serve as language role models for one another as they develop bilingualism and biliteracy. Table 3 presents projected demographic enrollment distributions that reflect this mission-aligned, regionally inclusive model across Years 1, 2, and full scale. DLC will work closely with RIDE’s charter office to implement a weighted lottery that advances its mission and ensures access for traditionally underserved students.

Table 3: Student Enrollment Projections*

Projected Student Demographics (#) Year 1, Year 2, and Fully Enrolled										
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	Two or More Races	White	Differently Abled	FRL	MLL
Y1	1	4	23	84	0	7	21	27	111	49
Y2	1	9	39	140	0	12	35	46	186	81
Full	6	21	104	373	1	30	93	120	496	215

**These estimates are based on the 2024–2025 October 1st enrollment data from the Rhode Island Department of Education (RIDE). Calculations were informed by DLC's growth plan and anticipated enrollment distribution: 70% of students from Providence, 20% from Pawtucket, and 10% from Cranston. Using these percentages, the number of students expected from each district was estimated. Then, demographic data from RIDE was applied to estimate the number of students from each subgroup within each district. Finally, the projected demographic counts from each district were combined to generate overall student projections for Year 1, Year 2, and full enrollment*

Over the past decade, the number of MLL students in the state has nearly doubled, rising from 8,980 in 2013–2014 to 18,422 in 2023–2024 (see Table 4). As of the 2023–2024 school year, MLLs comprise 12.5% of all Rhode Island students and 39.3% of students in Providence.¹³

Table 4: MLL Growth in Sending Districts

Municipality	SY13-14	SY23-24	Increased by X times	Increased by X %
State Total	8,980	18,422	2.1x	105%
Providence	4,942	9,360	1.9x	89%
Pawtucket	1,112	2,061	1.9x	85%
Cranston	563	1,202	2.1x	113%

(Source: Rhode Island Department of Education. Rhode Island's Strategy for Improving Outcomes for Multilingual Learners: Updating RIDE's Multilingual Learner Regulations. 25 Sept. 2024. PowerPoint presentation.)

As highlighted in the 2025 *Rhode Island KIDS COUNT Factbook*, “MLL students are more likely to live in low-income households and are more likely to attend high-poverty schools and have limited access to services needed to improve English proficiency.”¹⁴ Additionally, the report notes that “students in families with limited English proficiency also have a harder time accessing health care and other social services.”¹⁵ DLC’s FSCS model is designed to address these systemic barriers by providing comprehensive educational and wraparound supports that promote student well-being and academic success.

As reflected in RICAS proficiency data for the 2023–2024 school year, MLL students consistently score far below their non-MLL peers in both English Language Arts and math across the state and sending

¹³ *Rhode Island KIDS COUNT Factbook*. 2025. p.136.

¹⁴ *Rhode Island KIDS COUNT Factbook*. 2025. p.136.

¹⁵ *Rhode Island KIDS COUNT Factbook*. 2025. p.136.

districts (Table 5: Appendix 05). These proficiency gaps are stark, with current English Learners showing proficiency rates often below 10%. Additionally, students identified as differently-abled and those from economically disadvantaged households also experience pronounced gaps in achievement (Table 6: Appendix 05). In addition to low proficiency rates, many students in the sending districts face barriers to consistent attendance, another critical indicator of academic and social engagement. Chronic absenteeism further compounds these challenges, with rates notably higher in Providence and Pawtucket compared to state averages, while dual language schools statewide report lower absenteeism and higher attendance rates (Table 7: Appendix 05).

Despite these challenges, research and policy briefs highlight the potential of targeted, culturally responsive educational models to support multilingual learners and historically underserved communities. Dual language immersion programs have been shown to promote academic achievement, biliteracy, and sociocultural competence for both MLL and non-MLL students, affirming students' identities as assets rather than barriers.¹⁶ Moreover, the FSCS model integrates academic instruction with health, social, and family supports, creating comprehensive environments that address barriers to learning and foster student well-being. In addition, FSCS models are particularly well-suited to address the root causes of chronic absenteeism by embedding supports that increase student belonging, reduce barriers to access, and foster strong school-family relationships. These schools act as hubs of opportunity and support by meeting the full spectrum of student needs (Appendix 06). By embedding these wraparound services directly within the school community, FSCSs have been associated with improved attendance, family engagement, and academic outcomes in underserved communities.¹⁷

At DLC, this dual focus on bilingual education and integrated community support is central. The school will provide culturally affirming, academically rigorous programming while simultaneously offering wellness and wraparound services designed to meet students' holistic needs. This approach ensures that

¹⁶ Collier, Virginia P., and Wayne P. Thomas. *Two-Way Immersion Education: Foundations and Effectiveness*. Dual Language Education of New Mexico/Fuentes Publishing, 2017.

¹⁷ Maier, Anna, et al. *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence*. Learning Policy Institute, Dec. 2017, learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf.

students who face systemic challenges receive the resources and relationships necessary to succeed academically and socially, positioning DLC as a critical resource in the landscape of Rhode Island education.

DLC launched its community engagement process with a comprehensive Assets and Needs Assessment to understand the priorities and challenges of families in Providence, Pawtucket, and Cranston. As a FSCS, DLC will use these findings (Appendix 07) to align wraparound supports and academic programming with community-identified needs. To inform this effort, DLC administered a bilingual survey that yielded 274 responses: 52% from parents, 25% from students, 18% from others, and 5% from caretakers. Respondents were 45% Hispanic/Latino(a), 16% Black/African American, 16% White, 15% multiracial, and 55% reported speaking a language other than English at home. Socioeconomic indicators showed 51% qualified for free/reduced lunch, with an additional 18% unsure.

The data revealed key service gaps: 60% of respondents reported no access to before- or after-school care. Mental health services were the most requested school-based medical support (78%), while 95% supported the inclusion of a school food pantry—half of whom had recently used one. In terms of family support, financial planning was the top-rated need. DLC’s founding partner, Providence Promise, will offer its robust financial literacy programming to the school community.

While the Assets and Needs Assessment provides a strong foundation, DLC will continue to co-design services—such as healthcare, financial planning, and workforce development—with families and community members. Providence Promise will embed early college planning into the school’s culture. This engagement will extend beyond planning and remain a core element of the school’s identity, reinforced through ongoing staff and partner training based on Dr. Mapp’s Dual Capacity-Building Framework.

DLC has established a Community Advisory Council (Appendix 08) composed of parents, local leaders, and partner organizations to guide school-community collaboration and ensure community voices shape programming and policies. As a dual language, project-based school rooted in Providence, DLC will center learning on meaningful, community-based experiences. Students will engage in bilingual interdisciplinary projects each quarter, and high school students will access externships with local partners.

By embedding community into every aspect of the school, DLC will grow alongside the families it serves—preparing biliterate students who are ready to lead in their communities and beyond.

DLC’s model is strongly supported by local community leaders and trusted organizations who recognize the need for high-quality dual language and wraparound services. Letters of support and partnership commitments are included in Appendix 08, demonstrating a shared commitment to ensuring all students—especially MLLs and historically underserved families—have equitable access to excellent educational opportunities and holistic support. These endorsements reflect deep trust in DLC’s mission, leadership, and capacity to deliver on its promise to students and families.

7. Educational Program

7(A) Guiding Principles: DLC’s guiding principles and design are informed by nationally recognized dual language schools, including Oyster-Adams Bilingual School, DC Bilingual, and The Rafael Hernandez School in Boston. The DLC leadership team, drawing on extensive experience in school leadership and working with bilingual learners and dual language schools, has met with leaders, observed classrooms, and incorporated lessons learned into the language allocation plan, project-based learning design, and community partnership strategy. This design work reflects insights gained from site visits, research literature, and best practices from award-winning schools across the country. The Hernandez School, a FSCS, offers valuable insight into the model in action. Mundo Verde in Washington, DC, further illustrates the integration of dual language instruction with project-based learning. At DC Bilingual, the team studied a bilingual staffing model that strategically includes international teachers. Additionally, DLC draws on the Community Learning Center Institute (CLCI) for guidance in implementing a tailored full-service community school.

DLC is guided by four research-backed principles drawn from high-performing, mission-aligned schools. These principles shape every aspect of the school, from teaching and curriculum to assessment, culture, partnerships, and support services, ensuring a cohesive and comprehensive educational approach.

Belonging: *DLC fosters a community where every student, family, educator, and community partner is seen, heard, valued, and loved. DLC celebrates identity as a strength and welcomes everyone as their full, authentic selves.*

Because belonging is essential to how students think, feel, and learn, DLC intentionally builds a culture of inclusion and connection, knowing that when everyone feels they truly belong, both academic success and personal growth thrive. When students experience a sense of belonging, both academic success and social-emotional development are more likely to flourish.

Identity formation is a key component and is supported through the use of a culturally responsive curriculum that affirms students' linguistic, cultural, and personal backgrounds. The *Guiding Principles for Dual Language Education* (3rd ed.) from the Center for Applied Linguistics emphasize equity as foundational to effective dual language programs, stating: "Effective schools have teachers and staff who are committed to equity: They demonstrate awareness of the diverse needs of students, are trained in sociocultural understanding, use multiethnic curricular materials, integrate students' cultural values into the classroom, celebrate and encourage the use of all home language varieties, invite students to think critically and engage in learning activities that promote social justice, and perhaps most importantly, believe that all children can learn."

At DLC, linguistic inclusion ensures that students who are new to either language are recognized as capable learners and are supported within general education settings. As part of a two-way immersion model, students alternate roles as language models for one another, reinforcing the view that all students are valuable contributors within their classroom communities.¹⁸ This inclusive approach extends to students with IEPs; students of all abilities are viewed as capable language learners and can access services in the language of instruction aligned with the school's language allocation plan.¹⁹ In addition to fostering inclusion and belonging in academic settings, DLC will support students' social-emotional well-being through advisory programming and affinity groups, ensuring that every student feels connected to a trusted adult and peer community.²⁰

¹⁸ Center for Applied Linguistics and The Education Alliance at Brown University. *Two-Way Immersion Education: The Basics*. Edited by Elizabeth Howard, Julie Sugarman, Marleny Perdomo, and Carolyn Temple Adger, Dual Language Education of New Mexico/Fuentes Publishing, 2005, https://www.cal.org/twi/toolkit/PI/Basics_Eng.pdf.

¹⁹ Tara García Mathewson. "Students with Disabilities Often Left Out of Popular 'Dual-Language' Programs." *The Hechinger Report*, 31 May 2023; updated 4 June 2023, hechingerreport.org/students-with-disabilities-often-left-out-of-popular-dual-language-programs/.

²⁰ Sarah Brody Shulkind. "Creating a Culture of Connectedness through Middle School Advisory Programs." *Association for Middle Level Education*, AMLE, <https://www.amle.org/creating-a-culture-of-connectedness-through-middle-school-advisory-programs/>.

Biliteracy: *The ability to speak, listen, read, think critically, and write proficiently in two languages—is a fundamental right, especially for multilingual learners. DLC believes all students, whether heritage or non-heritage speakers, can thrive in both Spanish and English as confident, high-achieving users of language and academic content.*

As students develop biliteracy, students also build cross-cultural competence—gaining awareness, empathy, and the skills to communicate and collaborate across cultures in a diverse and interconnected world. DLC’s Biliteracy principle is built upon the Center for Applied Linguistics’ *Guiding Principles for Dual Language Education*. Biliteracy takes place through the intentional development of a coherent language allocation plan; lessons focused on content, language, and culture objectives; sociocultural competence; and a culture of bilingualism across all aspects of the school in alignment with RI’s Seal of Biliteracy.

Research shows, “programs with a higher amount of instruction through the partner language can lead to stronger proficiency in the partner language with no sacrifice to English proficiency. Thus, bilingualism and biliteracy may be enhanced to a greater degree when children receive higher levels of instruction in the partner language.”²¹ At DLC, students receive almost all instruction in Spanish in a 90/10 model of Spanish/English instruction, 1st grade at 80/20 model, and as students progress through upper elementary and middle school they receive half of instruction in Spanish and half in English and that continues through high school. This language allocation plan includes specials, electives, and advisory offered in both Spanish and English. Sports are also instructed bilingually and students continue to build bilingualism through project based learning.

In action, all lessons across all disciplines will have content, language, and cultural objectives.²² This creates visible connections between grade level and explicit language standards. The inclusion of a culture objective strengthens students’ connection to learning by offering both windows and mirrors—opportunities to see themselves reflected in the curriculum and to gain insight into the experiences of others.²³

²¹ Center for Applied Linguistics. *Guiding Principles for Dual Language Education*. 3rd ed., Dual Language Education of New Mexico/Fuentes Publishing, 2018, p. 15.

²² “Content, Language, and Culture Learning Targets.” *Language Magazine*, 22 Mar. 2023, [language-magazine.com/2023/03/22/content-language-and-culture-learning-targets/](https://www.language-magazine.com/2023/03/22/content-language-and-culture-learning-targets/).

²³ Emily Style, “Curriculum As Window and Mirror,” *National SEED Project*, originally published in *Listening for All Voices*, Oak Knoll School, Summit, NJ, 1988, nationalseedproject.org/Key-SEED-Texts/curriculum-as-window-and-mirror.

Whole-Child, Family and Community: *As a Full-Service Community School, DLC nurtures every aspect of a child's development—academic, emotional, social, cultural, and physical—through strong partnerships with families and community organizations.*

Rooted in the needs and strengths of the community, DLC creates a joyful, inclusive, and wellness-centered environment where all students and families can thrive. Key to DLC's commitment to supporting students, families, and community holistically is the integration of academics with wellness and wraparound supports, recognizing that these facets must work in tandem to support student success. Community schools have been shown to close achievement gaps for economically disadvantaged students and English learners, and are also associated with improved attendance, engagement, behavior, and academic outcomes.²⁴

The four pillars of community schools (Appendix 05), drive DLC's approach to supporting students and families holistically. Through ongoing outreach, DLC will develop services most needed for the families and communities it serves, such services could include on-site mental health services, dental screenings and access to food pantries. DLC will coordinate resources and collaborate with external agencies and partners around shared goals, grounded in the belief that schools and communities share responsibility for providing the support students need to succeed.

Agency: *Students, families, educators, and partners work together as co-learners and co-leaders, creating meaningful learning experiences for students inside and outside their classrooms.*

Through project-based learning, DLC lifts voice, choice, and shared purpose, helping students become confident, independent learners within a community that values reflection, collaboration and growth. Agency is built with purpose and through many different learning structures within the school community. It is the expectation that the entire DLC community is invested and empowered in their own learning and brings that perspective to all that they do. Students take pride in their learning and their school, and they are preparing to become leaders in their communities and beyond.

²⁴ Oakes, Jeannie, Anna Maier, and Julia Daniel. *Community Schools: An Evidence-Based Strategy for Equitable School Improvement*. Learning Policy Institute, 2017, <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>.

The curriculum is designed around authentic essential questions, which are explored through rigorous texts, community-based fieldwork, and engagement with local experts, culminating in a high-quality final product that students showcase to their peers, family and community members at academic expositions. Student led conferences are another key component to building advocacy at DLC. Students work on a curated portfolio aligned to standards and are provided with opportunities to share their learning with community members and family.²⁵

Mastery-based report cards provide another opportunity to reflect students' proficiency in knowledge and skills, along with feedback on community values co-developed by stakeholders to support each child's academic growth and character development. The Habits of Character, a component of EL's core practices, is utilized at DLC as a part of their portrait of a graduate definition. It serves as a way to prepare students for college and career while also building their advocacy skills.²⁶ In addition to academic structures, students lead ownership of clubs, such as student council, where they are able to express agency as they advocate for school culture, structures and policies.²⁷ Student council members will meet regularly with school leaders and the Board to share recommendations on school culture, programs, and student needs.

These principles, informed by proven models, form the foundation for DLC's educational model and guide every aspect of the school's design and implementation. These principles are not static; they will be periodically refined in partnership with students, families, and the community DLC serves.

7(B) Curriculum and Coursework: At the heart of DLC is the schoolwide two-way dual language program, designed after public bilingual schools that are national flagships for dual language instruction in the country. A detailed course of study can be found in Appendix 10. All students regardless of race, class, gender or circumstance can achieve bilingually at high levels and it is DLC's firm (research-based) belief that a high-quality bilingual education can work for any child and help close achievement gaps for historically underserved populations. In order to close opportunity gaps, curricular resources will be fully aligned with the Common Core State Standards (CCSS) for ELA and math, the Next Generation Science Standards

²⁵ "Leaders of Their Own Learning: Chapter 5: Student-Led Conferences." EL Education,.

<https://eleducation.org/resources/leaders-of-their-own-learning-chapter-5-student-led-conferences/>.

²⁶ "EL Education Core Practices: A Vision for Improving Students." EL Education, 2023, pp. 54–55.

²⁷ *National Student Council Handbook*. National Association of Student Councils/NASSP, 2018, https://www.natstuco.org/wp-content/uploads/2018/06/NASSPFY18-0016_NatStuCo_Handbook_Interior_P4c.pdf.

(NGSS) for science, and Rhode Island’s Social and Emotional Learning Standards for SEL (see Curriculum Assurance in Appendix 01). This ensures that students engage daily with rigorous, grade-level content that meets or exceeds statewide expectations.

DLC is designed as a schoolwide dual language model where all aspects of the academic program, specials/electives, social emotional/character education, cultural, student engagement and data driven programs for all populations of students are bilingual including interventions and special education services. Even some sports teams will be coached entirely in Spanish or bilingually. The Center for Applied Linguistics’ *Guiding Principles of Dual Language Education*, guides the design and implementation of the schoolwide model.

The particular two-way Dual Language instruction model chosen for DLC is “a distinctive form of dual language education in which balanced numbers of native English speakers and native speakers of the partner language are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times.”²⁸ Programs whose mission is to educate students to be bilingual and biliterate are considered “additive” bilingual models; dual language immersion is an example of this type of model.²⁹ As shown in Appendix 11 and the accompanying Collier and Thomas (2021) graph, two-way dual language programs produce the highest long-term academic achievement for English Learners when compared to seven other program models.³⁰ This research, along with additional studies affirming the effectiveness of dual language education, supports DLC’s mission to prepare all students, especially those historically underserved, for college, career, and lifelong success.³¹

Language Allocation Plan: The Language Allocation plan for DLC is developed with intentionality and adherence to the school’s guiding principles and mission. “The content and language allocation plan specifies the language of instruction that will be used at different times, with different content areas, or on different

²⁸ *Guiding Principles for Dual Language Education*, 3rd ed.

²⁹ New America. “Instructional Models in Dual Language Learner Classrooms.” *New America*, 2024, www.newamerica.org/education-policy/topics/english-learners/instructional-models-dlls/.

³⁰ Collier, Virginia P., and Wayne P. Thomas. *Long-Term Academic Achievement of Language Minorities in Transitions Toward Biliteracy: Graphs and Data Summary*. Dual Language Education of New Mexico, 2021. Available at: https://intranet.dlenm.org/wp-content/uploads/sites/2/2021/03/5_2-Collier-Thomas-Graph-ELs-Long-Term-K-12.pdf

³¹ Finnegan, Patty, PhD. *Preventing the Opportunity Gap with Dual Language Education*. Office of Superintendent of Public Instruction, Washington State, Jan. 2022, https://ospi.k12.wa.us/sites/default/files/2022-12/Preventing_the_Opp_Gap_with_DL_JAN2022.pdf; Collier, Virginia P., and Wayne P. Thomas. “The Astounding Effectiveness of Dual Language Education for All.” *NABE Journal of Research and Practice*, vol. 2, no. 1, 2004.

days of the week. It is the most important fundamental document for any dual language program and should be clear to all stakeholders. This guiding document strategically assigns language of instruction and percentages to content areas within each grade level.”³² This resource will also serve as a guide and tool for curricular decisions that align to the school’s mission, guiding principles, and staffing plan.

DLC promotes bilingual literacy and math proficiency and believes that any content can be taught effectively in any language. The school will adapt its instructional style to meet students’ needs, applying the appropriate strategies to make content comprehensible regardless of language level. At DLC, rigorous academic content is taught in a second, and for some students, a third language. To accomplish this within a standard school day, the schedule is designed efficiently and creatively to maximize student learning. Based on Jim Cummins’ research on the bilingual brain, the school builds both Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency through a K-12 aligned staffing model.³³

In Kindergarten, 90% of instruction is in Spanish and 10% in English (specifically Art and Library). In 1st grade, the model shifts to 80/20 to introduce foundational English phonics while maintaining Spanish as the dominant language of instruction. From 2nd through 5th grade, students follow a 50/50 language allocation plan. Core subjects such as math, literacy, science, and social studies are taught in both languages. Bilingual humanities and STEM subjects alternate languages weekly to promote balanced biliteracy and content mastery. Specials remain bilingual throughout the K–12 experience. DLC’s comprehensive K–12 Language Allocation Plan (Appendix 12) ensures students receive purposeful, developmentally appropriate instruction across both Spanish and English throughout their academic journey.

High school coursework continues with core subjects divided between English and Spanish tracks tailored for K–8 dual-language students and late-entry heritage speakers. Instruction balances AP and standard courses in both languages, with an emphasis on increasing English instruction in 12th grade to align with AP exam requirements. Students complete roughly equal numbers of courses in Spanish and English, with electives in both languages and opportunities for dual enrollment through partner institutions.

³² Canizales Group, 2025.

³³ Cummins, Jim. "Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters." *Working Papers on Bilingualism*, no. 19, 1979, pp. 121–129.

This structured, progressive language allocation plan supports biliteracy, cultural affirmation, and academic rigor, enabling students to thrive in both languages from Kindergarten through graduation.

Core Academic Curriculum: Selecting HQIM that both meet expectations on EdReports and align with DLC’s guiding principles is essential to the school’s success. DLC has developed a curriculum selection process (Appendix 13) aligned with RIDE’s guidelines for adopting and implementing HQIM in RI.³⁴ Given DLC’s planning year, a final decision will be made by Fall 2026 to allow adequate time for implementation planning, staff development, and customization to meet the needs of the school’s unique community.

DLC will follow the above plan, but has also done prerequisite research on potential options that will meet the needs of DLC’s dual language mission. These curricular options, outlined in Appendix 14, support a rigorous, research-based K-12 biliteracy pathway that remains largely unavailable at scale within Rhode Island’s public system. DLC’s course of study is designed to directly address this gap and provide RI families with a meaningful, long-term dual-language option.

DLC believes in fostering and celebrating students’ academic growth and character development, which is equally as important as mastering knowledge and skills and fosters learning and growth aligned to DLC’s guiding principles. Inspired by EL Education’s approach of articulating habits of character and habits of work that enable students to contribute to a better world through service and stewardship, a direct correlation to DLC’s mission of preparing students to be leaders in their communities. Habits of work include qualities for becoming effective learners, becoming ethical people, and contributing to a better world.³⁵

During the planning year, and aligned to the process for selecting core academic curriculum, DLC will convene a multi-stakeholder founding team to define the core values of DLC and shape the development of habits of work and character that will then inform the backwards design of the character education curriculum. These habits will also be informed by RIDE’s SEL Standards (Appendix 15). This instruction will both be designated and integrated, meaning there will be direct instruction utilizing the character education curriculum with timing and format tailored to each grade level. In addition to designated time, character development will be woven through the day using an integrated approach. This includes embedding

³⁴ Rhode Island Department of Education. *High-Quality Curriculum Materials: Overall Selection Guidance Update*. Rhode Island Department of Education, Jan. 2023, https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-04/HQCM_Overall_Selection_Guidance_Update_Jan_2023.pdf.

³⁵ *EL Education Core Practices: A Vision for Improving Students*. EL Education, 2023, pp. 54–55.

character instruction into daily interactions and routines, supported by frameworks such as Conscious Discipline.

The character development program will be vertically aligned through our high school Graduate Profile, which clearly articulates the knowledge, skills, mindsets, and habits that DLC expects all students to develop by graduation. The Graduate Profile will be developed in collaboration with the community of stakeholders before the launch of the high school in Fall of 2031.

DLC's character education program will be thoughtfully developed in-house, drawing on a blend of proven, evidence-based social-emotional learning (SEL) curricula (Appendix 16), recognized field standards, and best practices to ensure it is localized, effective and impactful.

Curriculum Pedagogical Approaches-Biliteracy: As noted in DLC's language allocation plan, once students reach second grade, they are engaged in English literacy and Spanish literacy daily in order to develop biliteracy skills. This means that language arts instruction (reading, writing, listening and speaking) occurs in English and Spanish and the bilingual unit of learning is strategically crafted to ensure the selection of learning standards. The bilingual unit of learning can share essential questions and enduring understandings, but each class has separate objective calendars based on the strategic division of standards. It also includes planned opportunities to develop metalanguage across languages of instruction and can result in cross-language thematic units of learning and connected projects for the culmination of learning.³⁶

ELA and SLA: Humanities teachers (Spanish and English facilitators) will collaboratively plan for biliteracy using a shared humanities unit that is strategically divided across languages to ensure a cohesive learning experience. This coordinated approach is grounded in Science of Reading research and emphasizes transferable literacy skills across Spanish and English. The students explore and study the same topics, social studies standards, themes, enduring understandings, and essential questions across their Spanish humanities and English humanities classes but never repeating standards or content objectives across the languages to ensure DLC is using the dual language model to its advantage. As an example, early literacy practices such

³⁶Howard, Elizabeth R., et al. *Guiding Principles for Dual Language Education*. 3rd ed., Center for Applied Linguistics, 2018.

as read alouds, reading comprehension, guided reading, explicit phonics instruction, and independent reading will be present in DLC classrooms and will take place in both languages.

The four language domains of reading, writing, speaking, and listening are planned and shared to ensure development of balanced bilinguals across both program languages. In action, this looks like students working on related themes but in different languages, across precisely coordinated CCSS standards.

Social Studies instruction will follow a “paired literacy” humanities approach to ensure cohesive meaningful instruction across both languages, embedding grade level social studies standards into bilingual humanities units. Paired literacy programs encourage students to recognize the symbiotic nature of the two languages through thematic units with strategically paired CCSS standards. This allows greater articulation across languages as students explore the same historical time frame for example, but from different angles in each language. Through this approach, content and skills build upon and support each other across classrooms without repetition. Through this pairing the school helps students develop into globally responsible leaders envisioned through DLC’s mission. Students will explore social studies standards in the American context in the English humanities unit, while in Spanish Humanities the unit teaches the same social studies content, but in the context of a different part of the world through different perspectives. This approach also reinforces culturally and linguistically responsive pedagogy, supporting students in building critical thinking skills. In addition, students develop metalinguistic awareness, allowing them to think critically about language and uncover similarities and differences. This interconnectedness across humanities and social studies also aligns to DLC’s project-based learning approach where each semester students focus on a project that makes connections to community while also connecting to the thematic units studied in class.

Math: Teachers in early grades (K-1) deliver language development in Spanish using adopted math curriculum while simultaneously teaching language development through constant use of visuals, manipulatives and hand-on activities. In later elementary (2nd-5th), Math is taught as a core subject every day and alternates language by week (i.e. if Math is Spanish week A, Math is in English week B). Through this model, bilingual teachers will have common planning time not just across biliteracy humanities units, but also their STEM units since they are teaching both math and science in alternating weeks in their language of

instruction. In middle school and high school, math is taught as a core subject and alternates language by year/course. Math teachers continue to approach math through explicit teaching of vocabulary, differentiated small group support and utilizing Bridge lessons to ensure that content is transferred across languages for students, regardless of the language of instruction of the year/course.

Science: Teachers in early grades (K-1) deliver rich hands-on lessons full of high-quality student discourse. The youngest students are taught how to think and talk like scientists, to ask questions, and to analyze data prior to drawing conclusions and crafting solutions in Spanish. In later elementary (2nd-5th), science is taught as a core subject every day and alternates language by week as stated above. Teachers will merge the use of technology, principles of design engineering, and hands-on experimental labs. Bilingual teachers will have common planning time not just across their biliteracy humanities unit, but their STEM units as well since they are teaching both math and science in alternating weeks in their language of instruction.

In middle school, aligned with NGSS standards and cross-cutting concepts, DLC will teach science through an integrated approach vs. the traditional science courses. This approach aligns well with dual language practices and ensures that students have access to all science content that spirals across integrated approaches in both languages since the language of instruction alternates by grade level to ensure a balanced science base ready for rigorous science coursework in high school.

Science teachers emphasize language development in science class to help build rigorous academic vocabulary in both languages across integrated sciences. Science class regularly involves making deep connections with the content from students' other content areas through rich and evidence-based written and oral discussions. Throughout the school year, students also tackle design engineering challenges that relate to actual problems in our world, supporting the DL pillar of sociocultural competence.

In high school, students take selected science course work with a focus on hand-on experiments and lab work that is needed for high levels of rigor of each science discipline. Science teachers continue to approach science through explicit teaching of vocabulary, differentiated small group support and utilizing Bridge lessons to ensure that content is transferred across languages for students, regardless of the language of instruction of the year/course.

Specials: Specials in K-8 and elective courses in high school are taught in the language corresponding to the K-12 language articulation plan. All special and elective teachers also focus on language development of their discipline as well as their language of instruction (Spanish or English).

Evaluation and Refinement: DLC will hold regular Curriculum Design Days (CDDs) each semester, bringing together grade-level teams, instructional coaches, and school leaders to analyze student achievement data, assess implementation challenges, and update units of study. During each CDD, staff will review curriculum for continued alignment to CCSS, NGSS, and RIDE's Social Emotional Learning Standards, as well as DLC's Language Allocation Plan and biliteracy goals. CDDs will also integrate family and community input—such as feedback from student-led conferences and community advisory councils—to ensure the curriculum remains relevant, culturally affirming, and responsive to students' needs. Adjustments and lessons learned will be documented and shared with the Board to guide continuous improvement and maintain high standards of rigor and cultural responsiveness. This process will be overseen by the Superintendent and will be reported to the Academic committee of the Board to ensure full compliance with the evaluation.

7(C). Learning Environment and Pedagogy: In order to support a K-12 model, the physical classroom environments will vary based on grade level and will remain flexible to align with the instructional practices. In lower elementary grades, classrooms will provide space for morning meetings and whole class reading on the rug; collaborative grouping options and tables will provide a space for students to learn both independently and in strategic groupings. In upper elementary and middle school, classrooms will have individual desks laid out in groups with a continued focus on collaborative learning spaces and a recognition that students may need more independent space to support their learning. At the high school level, classrooms are equipped with tables for grouping and workspaces to support project-based learning. Class sizes will remain intentionally small to ensure individual support, for example, K–2 classrooms will serve ~22 students, upper grades up to 24–25. Technology will be embedded and available in all classrooms but its usage will vary based on student ages, with low tech guidelines in younger grades. In addition to the physical layout to support students, the learning environment walls are filled with evidence of student work with a

focus on family and community. Walls will also show project-based learning spotlights, a place for students to show pride and ownership in their work. The instructional methods utilized to deliver the curriculum inform the physical classroom environments.

Dual Language Instructional Practices: In all classrooms across the K–12 experience at DLC, teachers will intentionally build classroom communities that lower the affective filter. In second language acquisition, the affective filter refers to emotional factors, such as anxiety or motivation, that influence a learner’s ability to acquire and produce language.³⁷ A low filter supports learning; a high one can interfere with it. Teachers will be trained to create environments where students feel safe taking risks, making mistakes without judgment, and actively engaging with peers and content. Appendix 17 provides examples of how teachers can reinforce this concept in daily practice

All classrooms at DLC will have a *Focus on Oracy*, the practice of listening and speaking. Not only is this practice crucial for vocabulary development, it also supports students' critical thinking and linguistic skills. The development of expressive language is practiced through structured dialogue, rehearsal of selected language structures and the refinement of vocabulary. This practice further reinforces biliteracy and bilingualism in which students are doing more of the talking than teachers in both program languages. Oracy will be built into every lesson plan and structured into classroom practices; research shows that adding these activities to the literacy instruction establishes an extensive oral language base and contributes to the development of biliteracy skills.³⁸

At DLC, after kindergarten and first grade, where students are in Spanish immersion classrooms, the language allocation plan calls for a balance of language instruction, meaning students will engage in English literacy arts (ELA) and Spanish literacy arts (SLA) daily. To ensure that there is a strong bridge and connection between what students are learning in ELA and SLA, DLC teachers will develop *Bilingual Unit Frameworks* and engage in *Paired Biliteracy Unit Planning*. This ensures that lessons are strategically crafted and reinforce key concepts rather than students experiencing redundancy. This practice creates a

³⁷ Barbara Saunders, “Lowering the Affective Filter Facilitates Language Acquisition,” *Collaborative Classroom*, 20 Sept. 2022, <https://www.collaborativeclassroom.org/blog/lowering-affective-filter-facilitates-language-acq/>; Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, Pergamon Press, 1982, p. 31, https://www.sdkrashen.com/content/books/principles_and_practice.pdf.

³⁸ Office of the State Superintendent of Education (OSSE), *Dual Language Handbook: A Collection of Best Practices to Support Educators Planning and Implementing a Dual Language Program in the District of Columbia*, Division of Teaching and Learning, Washington, DC, 2024, https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/TAL_DualLanguageHandbook_web.pdf.

bridge for students, to understand connections across languages and accelerate learning. Unit planning is purposeful and strategic such that students explore the same topics and themes and enduring understandings across SLA and ELA classrooms, but they don't repeat standards.³⁹ Teachers will be explicitly coached and supported through this unit planning and the schedule will support common planning across grade team teachers to ensure fidelity.

Translanguaging is the process of activating both languages in parallel when students process or produce language. Research shows that this activation is automatic and emergent bilinguals are required to use more cognitive resources to manage this process.⁴⁰ According to the Center for Applied Linguistics, the purposes of translanguaging are to:

- “Provide support for students to engage and comprehend academic content
- Give students opportunities to engage in language practice while reading academic content
- Provide space for students to further develop their bilingualism
- Promote socio-emotional development of students, especially their bilingual identities.”⁴¹

Recognizing translanguaging as an integral part of classroom culture affirms students' identities and cultivates a sense of belonging tied to their bilingualism. In practice, at DLC this means that there is not a strict separation of language at all times. In order to support emergent bilinguals in activation of this translanguaging, DLC teachers will adopt a mindset that sees translanguaging as an asset students utilize as language and content learners, and teachers will maintain fidelity and notice, honor and then add to students' language repertoire in the language of instruction.

The *Bridge* is a specific planned instructional strategy to promote biliteracy and bilingualism for all students. Through this action, students are able to apply concepts learned in one language to another and increase bi-directional transfer of content. This process creates metalanguage and gives students an improved ability to compare languages, creating an enhanced ability to transfer conceptual knowledge and skills across languages.⁴² Bridging occurs when students unlock understanding across their languages. To reinforce these structures, DLC teachers will use color coding, a universal practice across dual language schools worldwide

³⁹ OSSE, *Dual Language Handbook*; Center for Applied Linguistics. *Guiding Principles for Dual Language Education*. 3rd ed., Center for Applied Linguistics, June 2022, www.cal.org/wp-content/uploads/2022/06/GuidingPrinciplesforDualLanguageEducation3rdeditionREV.pdf.

⁴⁰ Center for Applied Linguistics. *Guiding Principles for Dual Language Education*. 3rd ed., Center for Applied Linguistics, June 2022, www.cal.org/wp-content/uploads/2022/06/GuidingPrinciplesforDualLanguageEducation3rdeditionREV.pdf p. 50.

⁴¹ Center for Applied Linguistics. *Guiding Principles for Dual Language Education*. 3rd ed., Center for Applied Linguistics, June 2022, www.cal.org/wp-content/uploads/2022/06/GuidingPrinciplesforDualLanguageEducation3rdeditionREV.pdf.

⁴² Beeman, Karen, and Cheryl Urow. *Teaching for Biliteracy: Strengthening Bridges Between Languages*. Caslon Publishing, Dec. 2012.

(blue in English, green in Spanish); these visual markers help emergent bilinguals' brains differentiate between the mechanics of each language across their academic disciplines. Bridging structures lead to *metalinguistic awareness*, giving students opportunities to think and talk about language and consciously elevate students' abilities to detect, understand, and talk about how languages are similar and dissimilar. As students build their understanding of the relationships between and within languages, they receive explicit instruction modeling how to engage in comparative analysis between languages.⁴³ DLC teachers will explicitly plan bridging into unit and lesson plans, continuing to support building these connections for learners and making language structures and comparisons explicit. As students grow in their practice as emergent bilinguals and progress into upper grades at DLC, students will prompt this bridging and metalinguistic awareness and while teachers will facilitate the process, they will take an intentional step back as students own this learning.

Culturally and Linguistically Responsive Pedagogy: DLC honors and values the unique experiences and identities of every student and family within its community. Belonging is not simply a guiding principle, it is intentionally woven into classroom practices and instructional planning. To foster culturally and linguistically responsive instruction, all staff will engage in professional development using Dr. Zaretta Hammond's *Ready for Rigor* framework (Appendix 18), including a school-wide book study of *Culturally Responsive Teaching and the Brain*.⁴⁴ These practices align with key instructional strategies in dual language education, particularly the principle of lowering the affective filter, to cultivate an environment where all students feel supported. This commitment begins with a curriculum that is thoughtfully adapted based on a deep knowledge of students and is reinforced through the selection of affirming texts and project-based learning experiences that connect meaningfully to students' lives and identities. These practices together ensure that every student develops biliteracy, cross-cultural competence, and a strong sense of identity and belonging — fully aligned with DLC's mission to graduate leaders who thrive bilingually in their communities and beyond.

⁴³ *Translanguaging: Theory, Concept, Practice, or All of the Above?* Center for Applied Linguistics, May 2022, https://www.cal.org/wp-content/uploads/2022/05/TranslanguagingTheoryConceptPracticeStance%E2%80%A6orAllOftheAbove_CALCommentary.pdf. Accessed 25 June 2025.

⁴⁴ Hammond, Zaretta. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

Project Based Learning: Central to DLC’s connection to the community and its FSCS model is the school’s focus on Project-Based Learning (PBL). PBL provides a cross-curricular, multidisciplinary approach that deepens academic understanding and allows students to apply their learning to real-world challenges and opportunities. Studies reinforce that PBL compared to traditional teaching, positively contributes to academic achievement, affective attitudes, and thinking skills.⁴⁵ These authentic learning experiences will be embedded into each semester from Kindergarten through 12th grade, reinforcing content knowledge while fostering critical thinking, collaboration, and problem-solving skills.

Inspired by Expeditionary Learning’s *Learning Expeditions*, DLC’s projects will not only strengthen academic competencies and build habits of character, but will also reflect the school’s deep commitment to the local community.⁴⁶ Projects will be rooted in local contexts, allowing students to explore and respond to relevant issues within their neighborhoods, families, and city.

To further integrate academics with the full-service support of the FSCS model, all partner organizations providing services to students and families will be invited to participate in at least one project per year. These collaborations will enrich student learning, strengthen community ties, and cultivate student leadership through meaningful, community-centered work.

7(D) Special Populations: DLC is committed to high academic achievement for all students, preparing them for success in college, career, and life. Its inclusive classrooms span K–12 and are grounded in differentiated instruction, bilingual pedagogy, and targeted academic and behavioral support. Through small group instruction, data-driven interventions, and strategic grouping, students engage in rigorous, developmentally appropriate learning tailored to their individual needs. Instructional practices evolve with students, from centers and bilingual skill-building in elementary grades to collaborative, project-based learning in middle and high school.

⁴⁵ Zhang, Lu, and Yan Ma. “A Study of the Impact of Project-Based Learning on Student Learning Effects: A Meta-Analysis Study.” *Frontiers in Psychology*, vol. 14, 2023, <https://doi.org/10.3389/fpsyg.2023.1202728>.

⁴⁶ EL Education. “Structure and Elements of a Learning Expedition.” *EL Education*, 2025. <https://www.eleducation.org/resources/structure-and-elements-of-a-learning-expedition>.

Central to this model is a robust, bilingual Multi-Tiered System of Supports (MTSS) designed to meet diverse academic, linguistic, and behavioral needs. Every student begins with high-quality, universally designed Tier I instruction. For students who require additional support, DLC provides:

- Tier II interventions for ~15% of students, delivered in classrooms through targeted small groups
- Tier III intensive interventions for ~5% of students, coordinated with special educators and specialists

All supports are embedded into students' daily schedules, with push-in and pull-out services delivered as needed. Intervention cycles span eight weeks, with regular communication and progress updates shared with families. Families are invited to collaborate in intervention planning and goal-setting, with progress communicated at the start and end of each 8-week cycle.

Students are identified for additional support based on classroom performance, teacher observations, and academic or behavioral data gathered through ongoing assessments. Students who are struggling academically or behaviorally and show signs of persistent difficulty in meeting grade-level expectations or mastering key skills despite high-quality instruction, are referred for Tier II or Tier III support. Teachers and support staff review progress every eight weeks to determine the need for further intervention or referral.

The MTSS model is bilingual and inclusive by design. All instructional decisions are based on academic and social-emotional data, implemented with fidelity. Bilingual service providers ensure that students' needs are not misinterpreted as disabilities. Staff are trained to analyze bilingual student data in parallel to distinguish between learning challenges and the zone of bilingual development.

Supports include:

- Use of research-based assessments to differentiate learning disabilities from language acquisition
- Home-language interventions, such as early-years speech therapy coordinated with families
- Culturally responsive enrollment for newcomer MLLs, including family and student interviews to identify interrupted learning and bilingual proficiency
- Ongoing formative assessment in both languages to guide instruction, intervention, and monitoring

Behavioral needs are addressed using the same MTSS structure. Skill gaps are identified through data analysis, with Tier II and III interventions delivered through classrooms, peer groups, or the school social worker. Family engagement ensures consistency between home and school.

Multilingual Learners: As a dual-language immersion school, DLC is fundamentally designed as a service delivery model for MLLs, with the mission of fostering bilingualism, biliteracy, academic achievement, and

cross-cultural competence. Every teacher at DLC is a language teacher, and all students are viewed as language learners, with instruction guided by a coordinated language allocation plan that promotes literacy transfer and the development of bilingual and bicultural competencies.

DLC will fully comply with the Regulations Governing the Education of English Language Learners (200-RICR-20-30-3), as well as federal laws including Title III of the Elementary and Secondary Education Act, IDEA, and Section 504.

To meet and exceed regulatory expectations, DLC will implement a comprehensive process for the identification of English learners. Upon enrollment, all families complete a Home Language Survey. If the HLS indicates exposure to a language other than English, trained staff conduct a family interview and administer a valid and reliable English language proficiency screener. Students who qualify for MLL services based on RIDE criteria are identified as English learners and placed into appropriate instructional supports.

Families are notified in their preferred language of the student's identification, placement, and rights within 30 days of enrollment, and annually thereafter. All communication is provided in a language the family understands. Families have the right to accept or decline services and may request additional information or meetings at any time.

Instruction at DLC integrates content and language learning through cross-linguistic thematic units, daily content-language-culture objectives, and embedded scaffolds such as visual aids, structured discourse, cognates, and sentence stems. Certified MLL staff provide targeted small-group instruction in both Spanish and English, with additional interventions in upper grades for long-term MLLs and students with interrupted formal education. DLC follows RIDE guidelines for placement, progress monitoring, and reclassification using ACCESS for MLLs assessments and other academic data. Students exit MLL status based on a composite score on ACCESS, in line with state criteria, followed by a two-year monitoring period to ensure continued academic success.

To promote high-quality instruction for MLLs, all staff receive ongoing development in culturally and linguistically responsive pedagogy. DLC will also engage in regular evaluation of its bilingual program, using disaggregated student data and stakeholder input to inform instructional practices and continuous

improvement efforts. By embedding multilingual learner support throughout the instructional model, identification procedures, staffing, and family engagement efforts, DLC ensures full alignment with RI and federal requirements while advancing its mission to prepare students to thrive as bilingual, bicultural leaders.

Students with Differing Abilities: DLC is committed to ensuring that all students, including those with identified disabilities, receive a high-quality, inclusive education in full alignment with the *Regulations Governing the Education of Children with Disabilities (200-RICR-20-30-6)* and federal laws including IDEA and Section 504. Consistent with DLC's mission as a dual-language, inclusive community, the school prioritizes equitable access to grade-level content and language-rich instruction for all learners, including differently-abled students.

DLC provides a fully inclusive educational model, in which students with disabilities are educated alongside their peers in general education classrooms to the greatest extent appropriate. Instructional support is delivered directly within the classroom setting through a co-teaching model, differentiated instruction, targeted interventions, and appropriate accommodations and modifications. Special education and general education teachers collaborate closely to ensure continuity of services and maintain high expectations for all learners.

Individualized Education Programs (IEPs) are implemented within two weeks of enrollment, reviewed and revised within 30 days if necessary, and monitored through an annual review cycle, or more frequently as needed. Eligibility determinations follow a rigorous, data-informed process after the implementation of Tier III interventions, with decisions made by a multidisciplinary team that includes the student's family. Evaluations are culturally and linguistically responsive and conducted in the student's dominant language whenever possible, ensuring accurate and equitable identification.

Families are valued as essential partners in the special education process. They participate actively in IEP development, goal-setting, and decision-making, and receive regular updates on their child's progress toward academic, behavioral, and language goals. Communication includes formal meetings, progress reports, and student-led conferences that empower students to reflect on their learning.

DLC's inclusive instructional approach is grounded in extensive research demonstrating that inclusive education, when paired with co-teaching, differentiated instruction, and embedded interventions, leads to improved academic and behavioral outcomes for students with disabilities.

Students with IEPs are educated in general education settings to the greatest extent appropriate, with support from co-teaching, accommodations, modifications, and targeted interventions. Services are fully integrated with classroom instruction to promote continuity and academic rigor.

This approach reflects research showing that inclusive models supported by co-teaching and embedded interventions yield stronger academic and behavioral outcomes for students with disabilities.⁴⁷

Gifted and Advanced: Importantly, DLC recognizes that emergent bilinguals and students with disabilities can also be gifted and talented. The school uses an equitable, multi-measure identification process—including assessment data, classroom performance, and family/teacher input—to ensure access to advanced learning. Differentiation occurs through:

- Advanced texts, math challenges, and blended learning
- Project-based enrichment and differentiated end-of-unit projects
- Specialized electives (e.g., speech and debate, third-language study)
- Acceleration blocks, dual enrollment, and high school zero periods

This holistic and research-based model ensures that all students—regardless of language background, ability, or learning profile—receive rigorous, personalized, and inclusive instruction that supports their academic and social-emotional growth.

7(E) Assessment System: DLC has developed a comprehensive, standards-aligned assessment system to monitor student learning, inform instruction, and support bilingual development. This system integrates formative and summative assessments across all grade levels and content areas, and aligns with Rhode Island state standards, the Common Core, and the school's dual-language instructional model. This comprehensive assessment system is outlined in Appendix 19. The assessment system is designed to answer key questions such as: Are students meeting grade-level expectations? What academic growth has occurred over time? How does academic achievement vary across student groups, including multilingual learners, differently-abled students, economically disadvantaged students, and other historically underserved

⁴⁷ Vaughn, Sharon, and Elizabeth A. Swanson. "Special Education Research Advances Knowledge in Education." *Exceptional Children*, vol. 81, no. 4, 2015, pp. 440–452.

populations? How are multilingual learners progressing in both English and Spanish? What supports are needed to ensure biliteracy and academic success? Are students' social-emotional and developmental needs being met?

Formative tools such as *i-Ready* will be used across K–12 to provide real-time feedback in reading and math, while curriculum-embedded assessments will guide daily instruction. Digital platforms such as IXL may be used to supplement instruction and provide skill-specific practice. Rhode Island state assessments, including RICAS, P/SAT, and ACCESS for MLLs, will fulfill accountability requirements and benchmark student achievement. Dual-language assessments will be used side-by-side to understand each learner's full linguistic profile, ensuring an asset-based approach to academic and language growth.

Teacher grade-level teams, instructional coaches, and school leaders will meet monthly to analyze student data, refine lessons, and target interventions using a bilingual MTSS framework with an annual review to inform larger curriculum decisions. Instruction will be differentiated based on real-time data, and students will take an active role in setting goals, reviewing progress, and participating in bilingual student-led conferences. Families will be engaged through transparent communication and shared progress updates.

DLC's assessment system is not only a compliance tool—it is a foundation for instructional excellence and equity. It ensures all students, particularly multilingual learners, receive the support and challenge needed to thrive academically and develop biliteracy. DLC will follow a student-engaged assessment approach inspired by EL Education, where assessment is designed *with* students rather than *for* them.⁴⁸ Students take ownership of their learning by reflecting on assessment data, setting personal goals, and engaging in peer and teacher feedback. Teachers analyze both formative and summative data at the individual and classroom level to inform instruction, including student mastery and character growth. Family engagement is central, with teachers sharing progress through reports, student-led conferences, and regular communication.

Student achievement data is analyzed side by side (Spanish and English) to ensure the zone of bilingual proximity is taken into account when making instructional data driven decisions. All assessments at

⁴⁸ EL Education, *Core Practices: A Vision for Improving Schools* (EL Education, 2024).

DLC match the language of instruction in accordance with the language allocation plan, regardless of RI state mandated assessments. Some exceptions can be made for students whose IEP requires additional assessments as indicated and requested by their IEP team. Student biliteracy assessments (phonics, reading, writing) should be analyzed side by side with both languages of instruction in order to get a holistic view of the students' abilities across their language repertoire. This ensures there is an asset based approach on examining what students know and are able to do across languages and creating opportunities to help them transfer their knowledge and skills bi-directionally between their languages.

7(F) Promotion and Graduation Policy. DLC envisions all students progressing toward promotion and graduation as bilingual, biliterate, and culturally competent individuals who are academically prepared for each successive stage of their K–12 education and ultimately for postsecondary opportunities.

Promotion decisions will be based on students' mastery of content knowledge and skills, progress toward biliteracy in Spanish and English, and consistent school attendance. These criteria will be reviewed and refined during the planning year to ensure alignment with the school's academic model, RIDE requirements, and the expectations of the DLC community. Through targeted small-group instruction, embedded scaffolds, and academic interventions, students will receive individualized support to remain on track. If a student is not making adequate progress, teachers and school leaders will partner closely with families to develop a personalized support plan. Families will receive timely, written progress reports and will be notified in advance—in both English and Spanish—through formal written communication and bilingual conferences if their child is not on track for promotion or graduation. Every effort will be made to provide the supports needed for students to succeed alongside their peers.

While DLC is committed to providing the supports necessary for all students to progress with their peers, we recognize that retention may be considered only as a last resort—used thoughtfully, collaboratively, and in the best interest of the child's long-term academic and emotional development. Any such decisions will be made with strong family engagement and appropriate support structures in place.

At the high school level, DLC will align all graduation requirements with those established by RIDE, including completion of 21 course credits and a capstone project aligned to RI's Proficiency-Based

Graduation Requirements. In keeping with the school's mission, students will also work toward earning the Seal of Biliteracy. A K–12 biliteracy milestone document will help track student progress toward bilingualism. Alternatively, students may complete a language portfolio demonstrating proficiency in reading, writing, speaking, and listening in both English and Spanish. Students who are off-track in their language development will receive targeted interventions and language support, and a credit recovery program will be available to help students meet graduation requirements in a timely manner.

In addition to meeting academic and language proficiency benchmarks, students at DLC will complete a culminating, interdisciplinary PBL experience at the end of both 8th and 12th grade. These capstone projects will require students to apply academic knowledge, language skills in both English and Spanish, and habits of character to address a real-world issue or question relevant to their community. Projects will be presented publicly, showcasing student voice, leadership, and bilingual proficiency. The 12th grade capstone will serve as a graduation requirement and may also fulfill components of the proficiency-based graduation standards established by RIDE.

7(G). School Culture DLC's culture is built upon its guiding principles where rigorous dual language academics are paired with a focus on the holistic wellness of students and families, ensuring students have what they need to succeed inside and outside of the classroom through shared responsibility and support. At DLC students experience a joyful, academically challenging, and caring environment in which all students and community members are respected for who they are and all stakeholders are responsible for contributing to the positive learning environment. High expectations for academics, behavior, and character development are at the core of DLC's school culture. DLC will develop comprehensive policies in compliance with all federal, state, and local laws and regulations, including specific procedures for differently-abled students in accordance with IDEA, Section 504, and RIDE regulations (see Appendix 01 for Discipline Assurance).

School culture is a living, evolving part of the community that must be intentionally developed and sustained. From the article, "High Expectations Drive Student Success," published by the Fordham Institute, "Student outcomes are strongly linked to adult mindsets, and teachers and leaders at high-performing schools tend to share a common set of high expectations for success." In order to create this culture of high

expectations, staff and teachers will be trained on DLC’s approach to school culture, one that is proactive and responsive to student needs. Parents will also participate in a training on the school’s approach to maintaining a healthy school environment and culture and will be key partners in reinforcing school culture norms, co-creating expectations and sustaining alignment between home and school practices.

A variety of intentional structures and strategies reinforce DLC’s positive culture. DLC believes in positive discipline practices and the strategies the school employs follow that model. In grades K-8 DLC will follow Responsive Classroom curriculum. These research-based strategies support teachers in integrating academics with social and emotional learning and focus on the importance of community, a key element of DLC’s mission. Some example strategies include morning meetings and closing circles. A Responsive Classroom Efficacy Study that followed 350 teachers and 2900 students from spring of 2nd grade to spring of 5th grade found positive outcomes in improved student achievement, predicting gains in math and reading. Teachers' increased use of Responsive Classroom practices was also related to classrooms that were more emotionally supportive and organized.⁴⁹

At the high school level Restorative Practices will be implemented and will continue to support students in building community and developing problem solving skills. Structures utilized will be both proactive and responsive including community building circles, impromptu conferences, and formal conferences. These practices focus on addressing root causes of misbehavior and minimize exclusionary approaches. In a study tracking restorative practices in 485 middle schools with attendance and school outcome data from 2 million middle school students, the study found, “Schools that increased their use of restorative practices saw improved student behavior and school safety. School-level use of restorative practice caused declines in schoolwide student misbehavior, gang membership, victimization, depressive symptoms, and substance abuse. Schools that increased utilization of restorative practices also saw improvements in average school GPA and school climate.”⁵⁰ An integration of restorative practices (Appendix 20) will complement the structures and strategies that students have learned through Responsive

⁴⁹ University of Virginia Curry School of Education, *Responsive Classroom Efficacy Study Summary*, Northeast Foundation for Children, June 2024, *Responsive Classroom*, <https://www.responsiveclassroom.org/wp-content/uploads/2024/06/RC-Efficacy-Study-Summary.pdf>

⁵⁰ Darling-Hammond, Sean. *Evaluating the Effects of School-Based Restorative Practices: A Meta-Analysis of the Research*. Center for Standards, Assessment, and Accountability at WestEd, 2021. <https://www.csaa.wested.org/resource/effects-of-restorative-practices>.

Classroom in grades K-8 and provide developmentally appropriate approaches to discipline for high school students to foster community, belonging and increased engagement.

A focus on character building through Expeditionary Learning's Core Practice of Habits of Character, will support the development of positive culture across the school community. Students are assessed on these habits of character through Project Based Learning and other academic milestones and they will be practiced and addressed every day, through advisory structures at the middle and high school or during morning meetings in elementary classrooms. This focus on character traits, such as "Becoming Effective Learners," "Becoming Ethical People," and "Contributing to a Better World" fuel deeper learning and support students in becoming leaders in their community and beyond.⁵¹ They also further exemplify DLC's culture of excellence.

Student attendance is critical for student success and a sense of belonging is linked to less absenteeism.⁵² Sense of belonging is fostered through multiple structures at DLC, such as advisory in middle school and high school. Students will have the same advisor for four consecutive years at middle school and an advisor for four consecutive years during high school. This structure ensures that advisors know their students well and are advocates for individual student success, both academic and social emotional. Another structure to support high levels of attendance is the implementation of affinity groups starting in upper elementary grades. Affinity groups provide a space for students with shared identities or interests providing safe spaces and support. All instruction at DLC is rooted in culturally responsive teaching practices based off of Zaretta Hamond's Ready for Rigor framework. DLC values students' identities and provides a curriculum in which that is reinforced. DLC's FSCS model further supports strengthening attendance and engagement by providing links to critical supports such as access to healthcare, transportation support or even adult education, by taking care of additional needs and services that influence students daily, students can then focus on being in school and learning. All of these practices and structures will be utilized to support strong engagement and high levels of attendance.

Attendance will be monitored closely, utilizing resources and tools from "Attendance Matters RI."

⁵¹ EL Education. *Core Practices: A Vision for Improving Schools*. EL Education Inc., 2024

⁵² Allen, Kelly-Ann, et al. "What Schools Need to Know About Fostering School Belonging: A Meta-Analysis." *Educational Psychology Review*, vol. 30, no. 1, 2018, pp. 1–34. Springer, <https://doi.org/10.1007/s10648-016-9389-8>.

These resources will also be explored to communicate with parents about attendance goals and the benefits to strong attendance. If a student misses more than two days of school, the student's advisor or homeroom teacher (K-5) will contact the family to inform them of the absences and reinforce the importance of attendance.

Student retention is supported through proactive structures such as ongoing individualized support, meetings with teachers, advisors, and families, and student-led conferences, in which students take ownership of their learning. In addition, academic milestones such as culminating project-based learning events at key transition years (5th grade, 8th grade, and high school) will be celebrated through community-wide events where students can showcase their learning, strengthening their sense of belonging and commitment to the school. As a dual language school, students continue to build socio-cultural competence, navigating cross cultural interactions with empathy and awareness and students develop a strong cultural identity. To support this sociocultural growth, and to support student retention, DLC will explore international programming in collaboration with families for elementary students and with students and families at the high school level. International program milestones, such as an 8th grade trip to Costa Rica, create an exciting opportunity and big goal for students to work toward. These international programs will also deepen students' global awareness, sense of belonging, and pride in their biliteracy, reinforcing positive retention and cultural identity. Students and families are an integral part of the culture at DLC and engaged families and those who are valued will support positive retention, especially at transition grades.

Data collection and analysis are key to upholding and strengthening DLC's school culture at the individual level, grade level, and school level. Both academic and behavioral data are analyzed to assess, reflect on and refine overall school culture. This data will include attendance, student academic outcomes, behavioral data, habits of character progress, and utilization of FSCS supports. Based on this data, and for students who are struggling to meet school culture expectations, teachers will share progress with parents and a plan will be designed collectively to support students through Tier I instruction with whole class behavioral expectation resets (such as morning meeting reminders) as well as Tier II small group supports. In addition, the school social worker will be connected with students to determine if other FSCS supports might be

helpful to support increased engagement in school.

By integrating high expectations, culturally responsive teaching, and wraparound support, DLC cultivates a school environment where students feel safe, connected, and challenged. This strong culture is essential to developing biliterate, confident learners who are prepared to succeed academically and contribute meaningfully to a more just and inclusive society.

To strengthen our culture of belonging, community pride, and shared identity, DLC will implement a school uniform policy for students in grades K–8 and a community-aligned dress code for high school students. The uniform and dress code will help students feel part of something larger than themselves, reduce barriers, and celebrate our collective commitment to learning together with respect and unity.

8. Organizational Capacity

8(A) Establishing Persons or Entities: Providence (PVD) Promise, a Rhode Island-based nonprofit in good standing, serves as the establishing entity for De La Comunidad Public Charter School and meets the eligibility criteria outlined in RIGL §16-77.3-1, having operated in the state for over eight years. PVD Promise’s mission is “to promote high educational aspirations and more equitable opportunities for Providence Public School and Charter School students by advocating for college savings accounts and family engagement, increasing financial literacy, and reducing the financial burden of higher education.” Their vision is “to increase the K-12 and postsecondary success of Providence Public and Charter School students and to help ensure a brighter future for the students, their families and the community.” This mission aligns with DLC’s commitment to preparing students to graduate biliterate and ready to lead in their communities and beyond. Authentic family and community engagement, and the fostering and maintaining of high expectations for what is possible for all students are key pillars of each organization's mission.

Since its founding in 2017, Providence Promise has supported more than 1,400 students from over 700 families in opening college savings accounts and delivering bilingual wrap-around services, including financial education workshops, in partnership with local schools and community organizations. Post-approval, PVD Promise will serve as a key FSCS partner by ensuring that a CSA is opened for every DLC student and that all families and caregivers receive access to financial literacy programming and other

wraparound supports aligned with college and career success. The organization will lead community-wide events, support integration of financial literacy into the academic curriculum, and serve as a field site for project-based learning. PVD Promise will exemplify how wellness and wraparound supports can be purposefully woven into the academic program to enhance student learning and development. PVD Promise and DLC also plan to collaborate on a longitudinal study to examine how early financial literacy, college savings, and integrated FSCS supports impact equitable access to postsecondary and career opportunities for DLC students. This effort reflects both organizations' shared commitment to using data to close opportunity gaps and ensure long-term student success. PVD Promise's Executive Director, Madalyn Ciampi, will maintain a seat on the school's Board of Directors. There are no other financial or familial affiliations between members of the applicant group and PVD Promise beyond the Board seat noted above.

The organization's most recent audit is included as an attachment (see Appendix 21), and the signature of its authorized representative appears on the cover page of this application.

8(B) Applicant Group: The vision for DLC was co-created by Carol Aguasvivas, President of Community Angels, and Victor Capellán, Founder and CEO of the Rhode Island Education Collective. They assembled a diverse and deeply experienced team united by the belief that all Rhode Island students deserve rigorous, inclusive, and asset-based dual language education. The applicant group (see Appendix 22) is driven by a shared commitment to high expectations, family partnership, educational equity, and dual language instruction as a civil right.

Led by the Collective, the team engaged in an intensive collaborative incubation process that included school design workshops, visits to three exemplar dual language schools, expert consultations, and extensive community outreach. The applicant group brings complementary expertise in bilingual education, inclusive special education, school operations, regulatory compliance, finance, and whole-child supports. The team is further strengthened by its partnership with The Canizales Group, a national leader in advancing equity in dual language schools, which serves as a strategic design partner but is not affiliated as a charter management organization (CMO).

1.Carol Aguasvivas: *Co-Board Chair & Community Engagement Lead.* President of Community Angels, Carol brings 12+ years of experience in family engagement, nonprofit leadership, and strategic planning. She led community engagement efforts and co-designed DLC's FSCS model and family partnership framework.

2.Joshua Laplante *Founding Superintendent.* With leadership roles across public, private, and charter settings, Joshua brings 25 years of education experience, and a deep background in school development, compliance, and equity. He co-authored key sections of the application and led team recruitment, charter alignment, and regulatory readiness.

3.Jose Valerio *Founding Principal.* A former principal of Rhode Island's only district-run dual language school, Jose has 20+ years of experience advancing academic outcomes in multilingual communities. He led the design of DLC's staffing, instructional vision, and operational alignment.

4.Sarah Arntsen *Instructional Design & Equity Strategy.* An experienced educator and former TNTP Partner, Sarah led teacher development initiatives and oversaw major grant programs. She shaped DLC's mission/vision, FSCS supports, and contributed to program design and inclusive instructional practices.

5.Edda Carmadello *Inclusive Education & Special Education Consultant.* With over 30 years in public education, Edda brings deep expertise in special education and behavioral health. She advised on the integration of inclusive services and continues to support program planning and implementation.

6.Rachel Palumbo *FSCS Governance & Development Strategy.* Development Director at Providence Promise, Rachel has a background in fundraising, grant writing, and nonprofit leadership. She supported writing and review processes and contributed to the FSCS governance model and impact measurement framework.

7.Sarah Hesson *MLL Research & Model Development.* Assistant Professor at Rhode Island College and Director of the TESL Program, Sarah's research focuses on translanguaging, Latinx youth, and YPAR. She provided ongoing thought partnership to ensure the model supports multilingual learners.

8.Evelyn Cosme Jones: *Bilingual Education & Policy Advisor.* A statewide leader in multilingual education, Evelyn has held roles as teacher, district director, and associate director of the Principal Residency Network. She guided the team on program development, MLL compliance, and educator pipeline strategy.

8(C) Board Development and Duties: The Board of Directors (BOD) of DLC is committed to full compliance with all applicable federal, state, and local laws and regulations (see Appendix 01 for Board Assurances). The BOD upholds the highest standards of integrity, transparency, and accountability in all school operations, with a strong focus on educational equity, student safety, and community trust. As a dual-language, full-service community school, DLC’s BOD ensures that all policies reflect our commitment to linguistically and culturally sustaining practices and wraparound supports that meet both academic and non-academic needs. The BOD will review and update policies annually to remain aligned with current legal requirements and educational best practices. The BOD will ensure oversight and management of public funds, and will comply with the requirements of RI Open Meetings Law and the regulations of the RI Ethics Commission. See Appendix 23 for BOD resumes.

DLC acknowledges the valuable partnerships and professional affiliations of several proposed board members and school leadership. These relationships are central to the school’s founding vision and capacity-building efforts, and we are committed to maintaining full transparency and compliance with all governance and conflict-of-interest standards.

- **Victor Capellan**, a proposed member of the DLC Board of Directors, currently serves as the Chief Executive Officer of the RI Education Collective, an external partner agency and potential grantor.
- **Joshua Laplante**, who is slated to serve as DLC’s Superintendent, is also currently employed by RI Education Collective. He will assume a dedicated 0.5 FTE role at DLC, with clearly delineated responsibilities and time commitments to avoid any potential conflicts of interest.
- **Madalyn Ciampi**, the Executive Director of Providence Promise—the sponsoring entity for DLC—is also a proposed member of the Board of Directors.

All individuals involved will adhere to the school’s formal conflict of interest policy, including full disclosure of affiliations, recusal from any decisions involving their respective organizations, and strict separation of roles where applicable. These structures are designed to ensure that the governance of DLC remains independent, mission-driven, and accountable to the communities it serves.

The recruitment process, led by the Governance Committee, is designed to attract individuals who reflect the diversity of the student body, and who possess the skills, lived experiences, and cultural competencies necessary to govern a community centered, bilingual public charter school. The Governance

Committee also oversees conflict of interest compliance and ensures no undue influence among related parties, including any contractors or partners. Candidates with expertise in education, finance, law, health and wellness, community development, and organizational leadership, will be identified through efforts, including community partnerships, public outreach, and board matchmaking events.

All prospective board members will be evaluated based on their alignment with DLC's mission to provide rigorous, identity-affirming education to multilingual learners. Candidates must attend at least one formal board meeting and participate in a school visit to engage with staff, students, and families. Final appointments are made through a transparent election process that prioritizes diversity, experience, and shared vision. Upon election, new members will sign Board agreements and conflict of interest disclosures and participate in an annual evaluation process. DLC Board bylaws can be found in Appendix 24.

DLC's BOD (Appendix 25) will provide active governance and oversight of all administrative, academic, financial, and community service functions of the school. Specifically:

- **Academic Performance Oversight:** The Academic Excellence Committee will monitor student outcomes and bilingual proficiency through the review of disaggregated data, annual goal progress, and assessment dashboards. The committee will meet at least quarterly and work closely with school leadership to ensure alignment with the school's academic model and strategic goals.
- **Financial Oversight:** The Finance Committee will oversee budget development, monthly financial reporting, procurement policies, and the annual audit process. The committee will support resource development efforts and ensure the school maintains financial health and sustainability. Finance Committee meetings will be chaired by a board member and take place at least quarterly.
- **Executive Leadership Oversight:** The Board will be responsible for the hiring, support, and annual evaluation of the school leader. A formal process will be developed that includes stakeholder input, alignment to performance goals, and strategic leadership expectations. A standing subcommittee will be established at the start of the year when the School Committee and Superintendent collaboratively set measurable goals using a transparent evaluation tool. Progress is formally reviewed at mid-year and year-end meetings, with the Superintendent presenting evidence of goal attainment. Committee

members also visit the school for general observations and discussions with the Superintendent. Surveys of students, staff, and families provide additional insight, helping to inform a comprehensive, evidence-based summative evaluation.

- **Board Development and Strategic Planning:** The Governance Committee will coordinate annual board trainings, oversee succession planning, and facilitate long-term strategic planning processes that reflect community needs and support organizational growth.
- **Family and Teacher Grievance Process:** The Board will implement a clear, bilingual grievance policy accessible to families and staff. Formal written concerns will be reviewed in accordance with posted procedures and may be elevated to the full board or relevant committees as needed. This process will ensure community voices are respected in governance decisions. All committees will be chaired by a Board of Directors' member and additional committees may be formed to support community engagement, fundraising, and school culture, based on evolving needs.

The Board of Directors will conduct annual self-assessments, engage in ongoing professional development, and regularly update governance policies. As DLC grows, its leadership structure will evolve to ensure sustainability and mission alignment. Initially, the Superintendent will serve in a 0.5 FTE role focused on strategic planning, partnerships, and academic oversight, with the position transitioning to full-time as enrollment increase. At that point, the Board will lead a transparent, stakeholder-informed search for a mission-aligned leader, using rigorous criteria and a potential national search.

The School Principal will begin as the instructional and operational leader of the founding site. As the school expands, the leadership team will grow to include assistant principals or school directors, supported by a leadership pipeline that identifies and develops high-potential staff through mentoring, professional learning, and coaching.

8(D) Staffing Plan: The DLC organizational chart below (Appendix 26) represents the reporting structure and relationships across all stakeholders within the school in its first year. This staffing plan was determined based on anticipated student enrollment numbers. As the school expands with additional classes each year

and total number of students, the staff grows accordingly. At the heart of this structure is distributive leadership and a commitment to family and community engagement regardless of role or level.

The organizational structure ensures clear oversight, accountability, and responsiveness to the needs of students, families, and the broader school community. The Principal, Directors, and Coordinators report directly to the Superintendent, who reports directly to the Board of Directors and provides strategic leadership and ensures alignment with district goals and policies.

The Principal is responsible for the daily operations of the school and directly supervises teachers, school staff, and coaches. The Principal is supported by Directors, who oversee compliance with all applicable state and federal regulations, and help ensure the quality of instruction and student services.

The Director of Business and Operations manages all contracted services, including transportation, the USDA National School Lunch and Breakfast Program, and maintenance contracts, maintaining a safe and supportive learning environment.

Staffing plans are developed with the assumption that they will align with district trends in Special Education and Multilingual Learner (MLL) services, ensuring that adequate, appropriately certified staff are in place to meet evolving student needs. Staffing levels will be revisited annually to ensure sufficient coverage for special education, MLL support, health services, and FSCS wraparound programming. Additionally, the school is committed to the Full-Service Community Model, which prioritizes integrated support services for students and families. This model influences staffing decisions to ensure access to academic, health, and social services, reflecting a holistic approach to student success.

The Principal serves as the direct supervisor of all school-based staff, cultivating strong instructional leadership, a positive school culture, and smooth day-to-day operations. This includes oversight of instructional coaches, teachers, and members of the student services team, such as school counselors, social workers, and interventionists. The Principal also supervises all operational staff, including office assistants, lunch staff, and custodial personnel, fostering a cohesive and collaborative school environment where every role contributes to student success and well-being. Although these staff report directly to the Principal, they are also accountable to functional leads for programmatic and compliance oversight.

This structure promotes clear lines of supervision while allowing for cross-functional collaboration, ensuring every student’s academic, linguistic, social-emotional, and physical needs are supported through an integrated, community-centered model. The design reflects DLC’s commitment to coherence, compliance, and culturally responsive leadership across all areas of the organization.

Positions	Year 1 (140) K,1,2	Year 2 (236) K-3,6	Year 3 (332) K-4,6-7	Year 4 (428) K-8	Year 5 (478) K-9
Total FTE	23.5	32.5	42.5	55.5	59.5

Staffing (Appendix 27) is based on projected enrollment growth from 140 students in Year 1 to 478 in Year 5, with MLL percentage of 40% and SPED percentage of 15–20% in line with sending districts.

8(E): Leadership: This leadership structure is intentionally designed to ensure clear lines of supervision, promote accountability, and foster cross-functional collaboration in service of DLC’s dual language and FSCS model. By centralizing school-based staff supervision under the Principal, the school maintains cohesive leadership and a unified school culture. Specialized directors—such as those overseeing MLL services, special education, and wraparound supports—provide programmatic oversight and ensure compliance with legal and instructional mandates. This structure allows for both operational efficiency and deep expertise across functional areas, ensuring that all students receive high-quality, equitable, and culturally sustaining education and support. A description of each administrative position is listed below.

The Founding Superintendent of DLC will provide visionary, equity-centered leadership for the launch and growth of the school, ensuring that DLC delivers its rigorous dual-language academic model and comprehensive wraparound supports within a full-service community school (FSCS) framework. The Superintendent role requires proven expertise in organizational and systems management, bilingual program development, community partnership building, and fiscal oversight, while also ensuring that the school’s mission and academic goals are fully met in compliance with state and federal guidelines. The Superintendent will also oversee the recruitment and hiring of key personnel, engage deeply with the Board of Directors, and help develop the next generation of instructional and operational leaders for DLC.

While a traditional open recruitment was not conducted for the founding Superintendent role, the selection of Joshua Laplante is the result of a deliberate, mission-aligned recruitment and vetting process led

by the Board of Directors during the charter development phase. As a key member of the applicant team, Joshua was strategically recruited for his outstanding record of educational leadership, extensive experience with bilingual and inclusive school models, and deep alignment with DLC’s vision to serve multilingual learners and families. Joshua’s leadership track record includes leading transformational school improvement efforts as Superintendent of The Greene School—Rhode Island’s highest-performing charter high school—and as the Transformation Principal for Central Falls High School, where he oversaw measurable gains in student outcomes in a multilingual, historically underserved community.

Joshua’s background in building strong instructional teams, managing complex compliance requirements, and partnering with community stakeholders makes him uniquely qualified to lead DLC from its founding year. His appointment ensures that DLC will open with the leadership, systems, and credibility needed to deliver on its ambitious mission. Joshua will serve on a part-time basis during the first two years to ensure strategic growth and continuity while building the school’s capacity and leadership bench.

The Founding Principal, Jose Valerio, was also selected through a targeted recruitment process led by the Board to ensure DLC is guided by leaders with deep dual-language instructional experience and a strong commitment to bilingual education. Jose brings over twenty years of experience in multilingual schools and has previously served as the Principal of dual-language elementary schools in Providence and in Central Falls. His leadership has demonstrated success in driving student achievement, fostering culturally responsive classrooms, and designing dual-language staff and instructional plans aligned with the best research and practice in the field.

The Board’s decision to appoint Jose as Founding Principal reflects DLC’s commitment to recruiting leaders who reflect and understand the communities they serve, and who bring the practical expertise needed to implement a high-quality K–12 dual-language program. As Principal, Jose will oversee day-to-day instructional leadership, staff development, FSCS integration, and direct family engagement, ensuring DLC’s vision is lived out in every classroom and community partnership.

Both appointments were confirmed through an internal vetting process, including review of resumes (see Appendix 22), demonstration of leadership accomplishments, and interviews with members of the applicant team and Board representatives. Any future replacements will undergo a similar vetting process.

The Board of Directors has established a clear framework for evaluating the Superintendent annually using the model found in Appendix 28. This includes setting measurable goals aligned to DLC's strategic plan, monitoring progress through regular Board reports, and providing timely, growth-focused feedback to ensure strong, consistent leadership. This performance-based approach will continue each year to uphold the highest standards of excellence, accountability, and mission alignment. Highlighted below are members of the administrative team with descriptions of their roles, and Appendix 29 provides job descriptions of key members of the team.

The Superintendent serves as the instructional and organizational leader of the LEA, reporting directly to RIDE and accountable for overall school performance, ensuring the mission and academic goals are met. This person also ensures that the LEA is in compliance with all federal and state guidelines and acts as the Board of Directors Liaison.

The Principal manages the instructional vision of the school, day to day operations, staff development and coaching and is accountable for student results. At DLC the principal oversees both the implementation of the instructional goals of the school and the FSCS supports for students and families in close partnership with the FSCS Coordinator.

The Executive Assistant supports daily operations at the school as well as data collection and analysis and all federal and state reporting, and will lead the enrollment and registration of new students and families in partnership with the school counselor.

The Director of Business Operations, a contract position in Year 1, works closely with the superintendent to develop an annual budget and oversee the fiscal management policies and expectations.

The MLL Director, a contract position in year 1, oversees support and instruction for multilingual learners, ensuring compliance with state and federal guidelines and tracking student progress. The MLL Director also collaborates with and provides programmatic oversight of MLL and SLL support staff, who are directly supervised by the Principal.

Special Education Director, also a contract role in year 1, leads special education services, including IEP development, compliance, and coordination of support. This person also partners with staff and families to ensure inclusive, high-quality learning experiences for students with disabilities. The Special Education director provides programmatic and compliance oversight of special education staff, while direct supervision of those staff is maintained by the Principal.

The FSCS Coordinator leads the design and implementation of integrated support services for students and families, including health, wellness, wraparound and social services. This person builds and manages partnerships with community organizations, coordinates wraparound services, and ensures alignment with student needs and school goals. This person works closely with the Home School Liaison engaging with

families and community members. The Home School Liaison serves as a critical bridge between families and the school, fostering strong, trusting relationships to support student success. Supports family engagement, conducts outreach, facilitates bilingual communication, and connects families with resources and services aligned to their needs.

The Technology Coordinator oversees the school's technology infrastructure and ensures that students and staff have reliable access to devices, internet connectivity, and digital learning tools. They support integration of instructional technology in classrooms, manage tech inventory and data systems, and provide training and troubleshooting for staff and families.

At DLC, all members of the school leadership team will be evaluated annually through a structured process grounded in the Rhode Island Model for Educator Evaluation, ensuring alignment with statewide expectations for professional practice, leadership effectiveness, and student outcomes. The Superintendent, who reports directly to the Board of Directors, will be evaluated by the Board based on progress toward strategic goals, organizational performance, and leadership competencies. The Principal, along with other administrators who report to the Superintendent will be evaluated by the Superintendent using the RI Model Evaluation and Support System. These evaluations will include evidence of instructional leadership, operational management, equity-focused decision-making, and collaboration. Classroom teachers, instructional coaches, and student support staff will be evaluated by the Principal using the Rhode Island Model for Teachers and Support Professionals incorporating classroom observations, student learning or outcome objectives (SLOs/SOOs), and professional growth goals. This coherent evaluation system ensures that all team members are supported in continuous improvement and held accountable for advancing DLC's mission of biliteracy, educational equity, and holistic student success.

8(F) Teachers: De la Comunidad Bilingual seeks teachers who are deeply committed to educational equity, biliteracy, and community-rooted learning. Ideal candidates are bilingual in Spanish and English, with a strong belief in the power of dual language education to transform outcomes for multilingual learners. They are culturally responsive practitioners who view students' linguistic and cultural identities as assets, not obstacles, and who create inclusive, affirming classrooms where all learners feel seen, valued, and challenged. DLC teachers must also demonstrate a growth mindset, a willingness to collaborate across roles, and the ability to engage in continuous professional learning, especially around project-based learning,

high-quality instructional materials (HQIM), and differentiation for diverse learners, including students with learning differences.

These qualities directly align with DLC’s mission to prepare all students to graduate biliterate and ready to lead in their communities and beyond. Because the school integrates a full-service community school (FSCS) model, teachers must be team-oriented and community-driven, working alongside family members, support staff, and service providers to ensure every student’s academic, social-emotional, and wellness needs are met. By embodying these characteristics, DLC teachers play a central role in advancing the school’s vision of rigorous, identity-affirming education that empowers students to thrive in two languages and multiple settings.

At DLC, the teacher recruitment and selection process is designed to identify and hire exceptional, mission-aligned educators who are deeply committed to biliteracy, educational equity, and community-rooted learning. The process begins with strategic outreach to build a diverse and highly qualified candidate pool, including partnerships with bilingual teacher preparation programs, local and national universities—especially Minority Serving Institutions—and outreach through educator affinity groups and dual language networks. Recruitment materials will emphasize DLC’s unique dual language and full-service community school model to attract educators who share the school’s vision and values.

Interested applicants will submit a resume, a cover letter addressing their alignment with the school’s mission, proof of certification or pathway to certification, and a short written or video reflection on their experience with bilingual or equity-focused teaching. A school-based hiring team, including administrators, teachers, and prospective parents, will conduct an initial screening to identify candidates with strong bilingual skills, experience with multilingual learners, and a demonstrated commitment to culturally responsive instruction. Selected candidates move forward to a multi-step interview process that includes a structured interview, a performance task such as a lesson plan or student work analysis, and a demonstration lesson observed by school leaders and potential colleagues. This phase assesses the candidate’s instructional skill, use of high-quality instructional materials, and ability to support diverse learners.

Because DLC is a full-service community school that values authentic relationships and collaboration, candidates also engage with a panel of families, support staff, or community partners to assess their capacity for community engagement and relational leadership. Those selected receive a formal offer and participate in a robust onboarding process, including a summer institute focused on the school's dual language model, culturally responsive practices, project-based learning, and integration of wraparound support.

At DLC, the teaching program is thoughtfully designed to balance instructional responsibilities with collaborative planning, student support, and community engagement. Teachers are on campus from 7:45 a.m. to 3:45 p.m. each school day. During this time, they lead instruction, participate in school-wide responsibilities, and engage in professional collaboration and planning. A typical classroom teacher spends approximately five to six hours per day providing direct instruction, with the remainder of the school day dedicated to individual or small-group planning time, grade-level collaboration, student transitions, and other assigned duties.

In grades K–2, each teacher serves as the lead instructor in a self-contained, dual-language classroom and is supported by a teaching assistant, as well as special education staff when applicable. In addition to instructional duties, elementary teachers support students during arrival, dismissal, lunch, and daily transitions (such as bathroom breaks and recess) to ensure safety and continuity of care. They may also lead or support extracurricular clubs or enrichment activities, which align with the school's full-service community school model and commitment to whole-child development.

Teachers at the middle and high school levels may work in subject-specific roles and will be responsible for advisories, supporting hallway transitions, and contributing to a positive school culture through consistent supervision and student engagement. While they may not have daily arrival and dismissal duties, they will be assigned roles as needed to maintain a safe, welcoming, and academically focused environment. All teachers, regardless of grade level, are expected to collaborate regularly with instructional coaches, service providers, and leadership staff, participate in professional development, and contribute to the

overall success of the school through a shared commitment to its mission of biliteracy, equity, and community partnership.

Teacher retention is a strategic priority grounded in the belief that educators are central to advancing the school's mission of biliteracy, equity, and community-rooted education. To retain high-performing teachers, DLC will foster a strong professional culture where educators feel deeply connected to the school's values and empowered as leaders in their classrooms and the broader school community. Teachers will be given meaningful opportunities to shape school practices, lead initiatives, and engage in shared decision-making, reinforcing a sense of purpose and belonging.

A key pillar of DLC's retention strategy is ongoing professional development and clear career growth pathways. Teachers will receive job-embedded coaching, participate in collaborative instructional communities, and deepen their expertise in dual language education, project-based learning, and culturally responsive teaching. High-performing educators will have opportunities to take on mentoring roles, serve as lead teachers, or join school leadership teams, allowing for career advancement without leaving the classroom.

The school will actively promote staff wellness and recognition through appreciation initiatives, wellness support tied to its full-service community model, and a feedback-rich environment where educators' voices are heard and valued. Competitive compensation and inclusive hiring practices that prioritize cultural and linguistic alignment with students and families further strengthen teacher satisfaction and retention. Through this multifaceted approach, DLC will create a professional home where educators feel respected, supported, and inspired to stay and grow.

Professional development and educator support are central to ensuring high-quality, mission-aligned instruction across all grade levels. To foster continuous learning and collaborative practice, the school will implement a robust system of structures embedded throughout the school year and within the weekly schedule. Teachers will receive ongoing instructional coaching tailored to the dual language and full-service community school model. Instructional coaches will work side-by-side with teachers, providing regular

observation, feedback, co-planning, and modeling of high-impact strategies rooted in biliteracy, culturally responsive teaching, and project-based learning.

Each week, teachers will have designated time for grade-level team collaboration and professional learning communities (PLCs), allowing them to analyze student data, plan across content areas, and align instruction with student needs. These sessions will include regular collaboration with support professionals, such as special education staff, MLL directors, student services team members (including school counselors and social workers), and Spanish language interventionists to ensure instructional coherence and inclusive practices for all learners. This cross-disciplinary planning structure reinforces shared responsibility for student success.

The school's master schedule will also include daily protected planning time, and may use after school sessions, early release days, and full-day professional development days to provide deeper training aligned to school-wide goals, including dual language implementation, student wellness, and equity-based pedagogy. In addition, teachers will participate in at least five days of pre-opening summer professional development, focused on elements of DLC's instructional model, school culture, and team building.

To further promote educator growth, DLC will support teachers in accessing individualized professional learning opportunities, such as conferences, graduate coursework, and content-area workshops. Teachers will also be encouraged to lead school-based communities of practice, helping to build a culture of teacher leadership. School-wide learning walks and peer classroom observations will be regularly scheduled, allowing teachers to reflect on best practices, observe model classrooms, and build collective expertise across the school. These embedded structures ensure that all teachers are supported, challenged, and inspired to grow in service of the school's vision for biliteracy, equity, and holistic student success.

Teachers at DLC School will be evaluated in accordance with the RI Model Evaluation and Support System, which is designed to promote continuous professional growth, improve instructional practice, and ensure positive student outcomes. The evaluation process will include multiple measures of effectiveness, including classroom observations, professional practice ratings, and evidence of student learning through Student Learning Objectives (SLOs). Teachers will receive regular feedback through pre- and

post-observation conferences, and evaluators—trained in the RI model—will use a clear rubric to assess instructional planning, delivery, classroom environment, and professional responsibilities. The process is collaborative and developmental, providing opportunities for reflection, coaching, and targeted support, ensuring that teachers grow in their practice while advancing the school’s mission.

The leadership team will analyze a range of data sources, including teacher evaluations, classroom observations, student achievement data, and student and family feedback, to identify instructional strengths and areas for growth as a professional development plan is generated each year and for a response to the needs of DLC staff and students. Regular input will also be gathered from teachers through surveys, focus groups, and grade-level team discussions to ensure that PD offerings are relevant, responsive, and practitioner-informed.

In addition to ongoing needs assessment, professional development will be guided by the school’s strategic goals and core instructional commitments—such as dual language pedagogy, culturally responsive teaching, inclusive practices for multilingual learners and students with disabilities, and project-based learning. The school will prioritize PD opportunities that directly support these areas, ensuring coherence between professional learning and classroom expectations.

Teachers at DLC play a meaningful and structured role in both governance and school operations, reflecting the school’s commitment to shared leadership, collaboration, and community-rooted decision-making. Teachers will be actively involved in shaping school policies, practices, and culture through formal structures such as instructional leadership teams, grade-level or department teams, and school-based committees focused on areas like curriculum development, equity, student wellness, and family engagement.

Teachers will have regular opportunities to provide input on school operations through faculty meetings, surveys, focus groups, and feedback sessions with school leaders. Through these structures, teachers help guide decisions that impact instruction, resource allocation, and school climate, ensuring that policies are grounded in classroom realities.

In daily operations, teachers may lead or co-lead initiatives such as school-wide learning walks, professional learning communities (PLCs), and student clubs or enrichment activities, taking ownership of

both academic and cultural aspects of school life. This approach not only empowers educators as professionals but also ensures the school remains aligned with its mission by rooting decision-making in the voices of those closest to students.

8(G): Management Organizations and Other Essential Partners: Not Applicable

8(H): Family-School Partnerships

Welcoming Environment: Strong partnerships between family, community, and school are the foundation of DLC’s approach to academic excellence and student success. DLC will create a place where not just students, but also parents and community members are welcome and included in all aspects of the school community. All parents and community members are seen, heard, and valued as true partners in the work of educating all students in the community. This community of belonging is intentionally co-created and felt, and it is further reinforced through policies, structures, and accountability measures.

As a FSCS, families and parents are supported through wellness and wraparound support just as enrolled students are, creating shared experiences and a sense of ownership in the continued well-being of the school.

When a family member enters DLC, they are greeted by warm and welcoming bilingual staff. There is a designated room for family and community members with an open-door policy — all are welcome to utilize the space for working, building relationships, drinking coffee, and becoming an integral part of the school community. All school materials and communications will be accessible in both English and Spanish, with interpretation available in additional home languages as needed, ensuring all families can fully participate in school life.

In addition to the physical space, services and support for students and families take place before, during, and after school hours, creating a space that welcomes families beyond traditional school hours, aligned to when parents and caregivers can most benefit from services. Services such as adult education, food kitchens, before and after care, and laundry machines will be available to support strong family-school partnerships.

Family, parent, and community volunteer programs are built into the school's structures, providing opportunities for families to contribute in a variety of ways — from school beautification and translation services to supporting before/after care. In addition, DLC will intentionally seek to hire parents and family members through robust workforce development programs associated with the school, such as a community-to-paraprofessional pipeline.

Families are welcome and invited into the school community every day, and they are also integral in supporting year-round school celebrations that acknowledge student progress, honor community and cultural traditions, and celebrate important milestones. To ensure the welcoming environment remains responsive and effective, DLC will set annual goals for family participation and satisfaction, and will regularly gather family input through surveys and advisory groups, with results publicly shared, and adjust policies and practices accordingly.

In order to support and continuously improve family-school partnerships, DLC will create comprehensive communication structures to share information about school events, student progress, and opportunities for engagement. Communication will be multilingual, multimodal — including text messages, email, phone calls, flyers, and mail — and led in part by trained parent volunteers to ensure outreach is accessible and responsive.

Governance Involvement: Families are viewed as foundational partners in shaping a thriving, equitable, and community-rooted learning environment. To ensure authentic, sustained family engagement in both governance and operations, DLC has established multiple pathways through which parents and guardians can meaningfully influence school decision-making and drive continuous improvement.

At the governance level, at least one family representative will serve on the Board of Directors as a full voting member. This ensures that the voices and experiences of families directly shape high-level decisions regarding academic priorities, equity policies, resource allocation, and overall school direction. In addition, DLC will convene a School Improvement Team (SIT) that includes parent representatives who work in partnership with school leaders, teachers, and community members to assess school performance,

review strategic goals, and guide school-wide planning aligned with the charter and state accountability requirements.

To ensure diverse and targeted representation, DLC will establish two specialized Parent Advisory Councils (PACs)—one focused on MLL and one focused on Special Education. These councils will consist of parents of MLL and special education students, respectively, and will meet regularly with key school staff, including the MLL Director and Special Education Director, to review programs, identify barriers, and inform inclusive policies and services. These PACs will provide critical insight into how the school is meeting the needs of these priority populations and help co-design solutions that reflect families' lived experiences. Family representatives on the Board, SIT, and PACs will receive training and translation supports to ensure they can fully participate as thought partners and leaders of DLC.

In addition to the PACs, DLC will support a Parent-Teacher-Student Organization (PTSO) that strengthens school culture, promotes family leadership, and encourages collaboration across stakeholder groups. The PTSO will play an active role in organizing school events, fundraising, and building partnerships between home and school. Through the PTSO, families, students, and staff will work together to foster a welcoming and engaged school community.

Central to this entire system is the role of the Home-School Liaison, who will serve as a trusted bridge between the school and the family community. Fluent in Spanish and English and culturally responsive, the liaison will help ensure two-way communication, reduce barriers to participation, and connect families to resources and supports—both within the school and in the broader community, and support parents in reinforcing student learning at home. The liaison will also play a key role in elevating family concerns and insights to the school leadership team, helping ensure that strategic decisions are informed by real-time family perspectives and experiences.

Together, these structures position families not just as supporters of student learning, but as influential stakeholders in the governance and operations of the school. By embedding family voice in multiple layers of decision-making, DLC upholds its commitment to transparency, equity, and community empowerment as central pillars of its full-service, bilingual education model.

Empowerment Strategies: DLC is intentionally designed as a Full-Service Community School, and empowering families is a cornerstone of this model. In keeping with FSCS principles, DLC will provide wraparound support that addresses the academic, social, emotional, and physical needs of students and their families, recognizing that learning and wellness are interconnected. The school will actively empower families to advocate for their children and fully engage in school life by ensuring accessible, culturally responsive, and multilingual pathways for partnership.

DLC will host regular bilingual workshops and training that equip parents with knowledge and tools to support their children's development and to navigate educational systems with confidence. Topics will include interpreting student data, understanding dual language acquisition, accessing special education services, promoting social-emotional learning at home, and utilizing available community resources. These sessions will be held in families' preferred languages, with interpretation and childcare provided to ensure full participation.

In alignment with the FSCS model, DLC will serve as a hub for comprehensive services, offering on-site or school-linked access to health care, mental health counseling, adult education, immigration support, housing assistance, and food security programs. These supports will be coordinated by the FSCS Coordinator and promoted by the Home-School Liaison. The liaison will conduct outreach, provide individualized guidance, support families in accessing services, and ensure parents feel equipped and welcomed to engage deeply in the school community.

To maintain strong two-way communication, DLC will implement a variety of family-centered strategies, including home visits, open office hours, multilingual messaging platforms, and regular opportunities for families to share feedback and shape school practices. Families will also be invited to participate in leadership and advisory roles, including the PTSO, School Improvement Team, and targeted Parent Advisory Councils for MLLs and students with disabilities. These structures will ensure that family voice is not only heard but integrated into decision-making at every level.

Parent and Student Satisfaction. Family and community engagement and satisfaction is critical to the success of students and the school as a whole, particularly as a FSCS model. Just as schools and classrooms

are observed and assessed through walkthroughs of administrators and outside observers to demonstrate progress, just as important is the perception and feedback of families. Twice a year, DLC will invite family members to participate in a “School Success Walkthrough” — a tool adapted for families to evaluate the school’s progress toward its goals. The results will be analyzed by the school leadership team in collaboration with the Family and Community Council, and a summary of key findings and responsive action steps will be shared back with the full community. In addition, DLC will also utilize SurveyWorks feedback from students, parents and teachers to develop action plans and strengthen the school community.

In addition to the walkthroughs, DLC will monitor engagement and satisfaction through quarterly surveys focused on wraparound services and family partnership strategies, participation rates in family programming, and annual stepbacks to assess whether the school is prioritizing the most impactful services and supports. These data will be reviewed by school leaders and shared with the Board and family advisory groups to inform programmatic decisions, resource allocation, and continuous improvement efforts.

To ensure student voice is equally represented, DLC will administer biannual student satisfaction surveys across grade levels, capturing feedback on academic support, social-emotional well-being, relationships with staff, cultural inclusion, and overall school experience. These surveys will be analyzed alongside family data to identify patterns and prioritize responsive actions that enhance the student experience.

Teachers will hold quarterly conferences with families and students to reflect on academic progress and goal-setting, and parents will be engaged as partners throughout the MTSS process, supporting students as they progress through intervention tiers. These feedback mechanisms ensure two-way communication and foster a culture of listening and shared ownership in every aspect of the school’s work. Families will partner with teachers to co-create learning goals, support biliteracy at home, and share insights that strengthen student learning inside and outside the classroom.

At DLC, family partnership is not a program — it is a pillar of the school’s identity. Through shared leadership, cultural affirmation, and ongoing communication, the school will nurture lasting relationships that elevate student success and strengthen the surrounding community.

9. Facilities

DLC has made meaningful progress toward securing a suitable facility to support its successful launch and early growth (see Appendix 01 for Facility Assurance). DLC anticipates utilizing 291 Westminster Street in Providence, RI (Appendix 30) as the initial launch and incubation site. This centrally located facility is well-suited to serve students in kindergarten through grade 2 in Year 1, with sufficient space to accommodate expansion to grade 3 and middle school grade 6 in Year 2. The building includes accessible features appropriate for young learners and offers a flexible layout that supports both classroom instruction and community engagement. This short-term facility solution is made possible through our partnership with the RI Education Collective, which is working closely with Johnson & Wales University to lease the building. Its proximity to major public transit routes and availability of nearby parking make it a highly accessible option for families commuting to and from the school.

While this initial arrangement provides a strong foundation, it also highlights the ongoing challenge of securing a long-term, permanent facility. The current site is designed to support the school's launch and early incubation but may not meet the full scale and vision of DLC as it grows to serve additional grades and students. To address this, DLC will proactively pursue a facility acquisition strategy that includes working with local developers, community partners, and charter school facility experts to identify viable long-term options. We will explore public-private partnerships, mission-aligned real estate investment organizations, and potential funding through state or federal facility grants. In parallel, we will engage stakeholders—including families, community leaders, and city officials—to ensure that the long-term site is accessible, sustainable, and aligned with the needs of the communities we serve.

DLC is committed to securing and maintaining a facility that fully supports its instructional, operational, and community-oriented goals. The launch site includes key facility specifications appropriate for early elementary education, such as age-appropriate restrooms, ADA-compliant access, secure entry points, and flexible classroom layouts. The building is located in a central area within the school's catchment zone (Providence, Pawtucket, and Cranston), offering convenient access via public transportation and nearby street or lot parking for families and staff. The site allows for structured and safe arrival and dismissal

procedures, including designated drop-off and pick-up zones at the corner of Mathewson Street and Westminster Street to manage student flow efficiently and minimize traffic congestion.

Some minor renovations and construction will be needed to meet the specific demands of a growing academic program. These could include creating or expanding classroom spaces, installing secure entry systems, modifying bathrooms for younger children, and ensuring spaces for specialized instruction such as special education or related support services. Understanding that this is an incubation site, the facility will need to be assessed annually to ensure it continues to meet enrollment and instructional needs.

Meal service is a critical operational component, and the school is exploring partnerships with a local education agency or School Food Authority to prepare and deliver meals. There are five charter schools in the local area, which can be utilized as a resource to accommodate food services. However, the Westminster Street building will include appropriate infrastructure such as a receiving and storage area (dry and refrigerated), food-safe surfaces for unpacking and distribution, and handwashing stations. In addition, any kitchen or food service areas must meet state and local health department regulations. If DLC partners with a food service management company, additional considerations include ensuring access to utilities, adequate space for heating and serving meals, and designated areas for students to eat safely and comfortably. These requirements will be factored into both the short-term use of the current facility and the selection criteria for a long-term permanent site. The school's Director of Business and Operations will oversee all facilities and food service logistics in coordination with the school leaders and Board of Directors.

DLC's facility needs are closely aligned with its phased enrollment plan, which is designed to ensure steady, sustainable growth. The school will begin with grades K–2 and gradually expand each year to ultimately serve grades K–12. As enrollment increases, the need for additional classrooms, specialized instructional spaces (such as for dual-language instruction, special education, and enrichment), and common areas (including a cafeteria, multipurpose space, and outdoor play areas) will also grow. The facility is adequate for the school's early years, including the addition of grade 3 and grade 6 in Year 2. We recognize that by Year 3 and beyond, a larger or more permanent facility will be required to meet the full academic and operational needs of the school.

DLC is committed to maintaining full compliance with all facilities-related state and local laws and regulations, including health and safety codes, fire inspections, occupancy permits, and ADA accessibility standards. The school leadership, in collaboration with its partners at the Rhode Island Education Collective, will ensure that facilities undergo all required annual inspections and that reports are submitted in accordance with RIDE guidelines. Additionally, DLC will implement regular internal reviews and engage qualified professionals to assess the facility's ongoing compliance and readiness for expansion, ensuring a safe and supportive learning environment as the school grows. DLC will provide the RIDE Office of Charter Schools with the terms and conditions of any lease or purchase agreement, including draft documents, as the site is secured.

The Board of Directors will play a critical governance role in overseeing facilities-related issues by ensuring that the school's physical environment supports its educational mission and complies with all regulatory requirements. Through the Facilities committee, chaired by a Board member, the board will review and approve facility plans, monitor progress related to long-term facility acquisition, and receive regular updates on building maintenance, safety, and compliance. As part of its fiduciary responsibilities, the board will also review budget allocations for facilities, including capital improvements, lease agreements, and maintenance contracts, to ensure resources are used efficiently and strategically.

Day-to-day oversight of operations and maintenance will be the responsibility of the school's Principal in collaboration with the Director of Business and Operations. These individuals will work closely with building management, vendors, and regulatory agencies to ensure that the facility remains safe, clean, and fully functional. The Director of Business and Operations will also coordinate routine inspections, schedule preventive maintenance, and respond to any urgent building issues. Regular reports will be shared with the school leaders and the board to support informed decision-making and transparent oversight.

10. Operations

DLC will meet all statutory and regulatory requirements related to school health programs and school safety planning, as outlined by RIDOH and RIDE. The school recognizes the critical importance of

creating a safe, healthy, and supportive environment for all students and staff and is taking comprehensive steps to ensure full compliance in these areas. See Appendix 01 for the signed Assurances.

The school will develop and implement detailed safety and emergency response plans that address a range of scenarios, including crisis intervention, evacuation procedures, and communication protocols. These plans will be updated regularly and supported by ongoing training for school personnel and students to ensure preparedness and effective response in the event of an emergency (Assurance in Appendix 01).

In alignment with the RI Rules and Regulations for School Health Programs, DLC will provide access to health services for all students (Assurance in Appendix 01). A key component of this effort will be the hiring of a qualified, certified school nurse. The school will ensure that this hiring process reflects all applicable state staffing requirements and best practices in student health support.

Additionally, the school will coordinate these efforts within the framework of the FSCS model, recognizing the importance of integrated, wraparound services in addressing the academic, physical, and emotional needs of students. This includes collaboration with local health agencies and community partners to enhance access to medical, behavioral, and social services for students and families.

DLC is committed to providing nutritious, well-balanced meals that support the health, development, and academic success of all students. The school's food service and nutrition program will be designed to meet all applicable requirements set forth by the RIDE and RIDOH.

As part of the operational plan, DLC has allocated Full-Time Equivalent (FTE) staff positions in its staffing plan specifically to support the implementation and oversight of the school lunch program. These staff members will be responsible for coordinating daily meal service operations, ensuring compliance with food safety protocols, and managing logistics related to food distribution and student meal participation.

To ensure high-quality, compliant meal provision, the school will partner with a qualified food service provider through a formal contract. This provider will be responsible for preparing and delivering meals that meet state and federal nutritional standards, including those set by the National School Lunch Program, as applicable. The partnership will allow DLC to offer breakfast and lunch options that are both appealing and aligned with student dietary needs and cultural identities.

The school's facility is well situated to support the food service program but will require targeted renovations to ensure it meets all operational and regulatory standards. Planned upgrades include the development of appropriate space and infrastructure for receiving and storing food, including installation of refrigeration units for perishable items and proper heating equipment to serve hot meals. Additional renovations will address food safety measures such as sanitation, secure storage, and distribution procedures to maintain compliance with health and safety regulations. The facility improvements will be completed with guidance from the RIDE and RIDOH to ensure that the school can safely receive, prepare, and serve meals. Once renovations are complete and the food service provider is in place, DLC will be fully equipped to deliver a reliable, safe, and nutritious food service program that meets the needs of its diverse student body.

DLC recognizes that safe and reliable student transportation is vital to daily operations. Families will have access to the school's central location via family drop-off/pick-up and public transit options, including RIPTA bus routes. DLC will secure services through a licensed transportation vendor following state procurement guidelines for any students requiring transportation and should any additional busing be required for students outside the immediate catchment. The Director of Business and Operations will oversee transportation contracts, vendor compliance, and alignment with daily arrival and dismissal procedures.

DLC has developed a phased, sustainable plan for managing its core business operations, including human resources, payroll, and purchasing functions, which is designed to ensure strong fiscal oversight and operational efficiency from the school's inception, while scaling in alignment with the school's growth.

In Year 1, DLC will contract with a reputable external service provider to manage key back-office functions, including human resources administration, payroll processing, and procurement. This decision reflects a strategic commitment to maintaining strong financial controls and compliance during the critical start-up phase, allowing school leadership to focus on instructional quality and student support. By leveraging external expertise, DLC ensures that essential administrative systems are implemented with professionalism, accuracy, and consistency.

Beginning in Year 2, as enrollment increases and school operations become more complex, DLC will bring these functions in-house by hiring a full-time Director of Business and Operations. This individual will

be responsible for overseeing all non-instructional operations, including human resources, payroll, purchasing, facilities management, transportation, food service programs, and coordination of all contracted services. The Director will play a key role in aligning operational strategies with the school’s mission and ensuring compliance with state and federal regulations.

As the school reaches full capacity in its later years, an Assistant Operations Manager will be hired to support the Director and address the growing operational needs of the school. This additional staff member will help manage day-to-day logistics, vendor relations, and the implementation of operational systems, contributing to the smooth functioning of the school environment.

DLC recognizes the critical role of technology and data systems in delivering high-quality instruction, efficient operations, and effective family communication. At launch, a technology contractor will provide tech support, manage hardware and software, and build digital literacy among staff and students. As the school grows, DLC will expand this role into a full-time technology services position focused on systems administration, cybersecurity, and long-term digital planning.

DLC will implement a comprehensive Student Information System (e.g., PowerSchool) to manage enrollment, attendance, grades, assessments, and behavior. This system will also facilitate family communication and ensure compliance with state reporting. Emphasizing data security and privacy, staff will be trained in responsible SIS use and FERPA compliance. With a phased and thoughtful approach, DLC will build a digitally empowered environment to support instruction, operations, and community engagement.

11. Finance and Budget (Appendix 31)

Opening its doors in Fall 2027, DLC will enroll 140 kindergarten, first, and second grade students in SY2027-28. In SY2028-29, the school will include 3rd grade and add 6th grade with a plan to add two grades per year until SY30-31 when the school will enroll 438 students in grades kindergarten through 8th grade. In SY2031-32, the school will add 9th grade and will continue to scale in subsequent years until the school enrolls students in grades kindergarten through grade 12.

Enrollment	Y1 (SY2027-28)	Y2 (SY2028-29)	Y3 (SY2029-30)	Y4 (SY2030-31)	Y5 (SY2031-32)
Total Students	140	236	332	428	478

The largest source of revenue will be local and state revenue generated from core pupil aid. The school will enroll students from the communities of Providence, Pawtucket, and Cranston. In addition to core pupil aid, the school is also expecting to receive Federal aid through various Federal programs as well as some private grants. See Appendix 01 for required financial assurances.

In each year of operation, personnel expenses are projected to be the most significant area of expense. Transportation services, lease expenses, and food service costs are the next largest projected expenses. To be conservative, a contingency equal to one percent of total revenue is held each year.

Revenue: Projections for total revenue increase as enrollment increases.

Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Total	\$3,018,483	\$4,826,135	\$6,466,948	\$8,234,089	\$9,096,256

Core Pupil Aid (77% - 86% of Total Revenue): Local and State revenue projections are based on the assumption that 54% of students will reside in Providence, 32% in Pawtucket, and 14% in Cranston. For the purposes of conservative projections, State and Local revenue rates are held flat each year.

Source	Year 1	Year 2	Year 3	Year 4	Year 5
Local	\$639,605 (21% of total)	\$1,075,040 (22% of total)	\$1,512,394 (23% of total)	\$1,951,857 (23% of total)	\$2,179,849 (24% of total)
State	\$1,667,878 (55% of total)	\$2,815,346 (58% of total)	\$3,965,304 (61% of total)	\$5,106,982 (62% of total)	\$5,703,657 (63% of total)
Total Core Aid	\$2,307,483 (76% of total)	\$3,890,386 (81% of total)	\$5,477,698 (85% of total)	\$7,058,839 (86% of total)	\$7,883,506 (87% of total)

Federal Aid (10% - 15% of Total Revenue): Assumptions about Federal aid are based on historical context of Federal funding programs and projected student enrollment.

Source	Year 1	Year 2	Year 3	Year 4	Year 5
CSP	\$200,000 (7% of total)	\$200,000 (4% of total)	\$0	\$0	\$0
Fed. Formula Funds	\$148,500 (5% of total)	\$279,500 (5.8% of total)	\$445,500 (6.9% of total)	\$594,000 (7% of total)	\$594,000 (6.5% of total)
Child Nutrition	\$112,500 (3.7% of total)	\$206,250 (4.3% of total)	\$243,750 (3.8% of total)	\$281,250 (3.4% of total)	\$318,750 (3.5% of total)

Total Federal Funds	\$461,000 (18.6% of total)	\$685,750 (14.2% of total)	\$689,250 (10.7% of total)	\$875,250 (10.6% of total)	\$912,750 (10% of total)
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Private Grants (3.3 - 8.3% of Total Revenue):

Source	Year 1	Year 2	Year 3	Year 4	Year 5
Private Grants	\$250,000 (8.3% of total)	\$250,000 (5.2% of total)	\$300,000 (4.6% of total)	\$300,000 (3.6% of total)	\$300,000 (3.3% of total)

Expenses:

Expense assumptions are held based on conservative estimates of relevant expenses and increase as student enrollment and the size of the staff increase. Salary projections are based on competitive starting salaries, assume 100% retention of staff, and include annual raises (3% for non-teaching roles, 6-8% for teaching roles). Additionally, teaching salaries are based on the following salary scale. Note that for the sake of conservative modeling, and to ensure DLC is able to attract the highest-quality talent, all teachers in the budget model start at \$72,264.

DLC Salary Scale		Notes
Step 1	\$50,000	
Step 7	\$72,264	DLC budget modeling starts teachers here
Step 12	\$94,847	Maximum Step

Personnel expenses (including benefits), transportation expenses, facility costs, and food service costs are the four highest projected expenses. Personnel expenses are projected based on conservative salary and benefits assumptions. Fringe benefits are estimated as 25% of total salary costs and retirement benefits assume a 4% match and 80% employee participation.

	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expenses	\$1,850,045 (62% of total)	\$2,690,089 (59% of total)	\$3,557,201 (59% of total)	\$4,941,568 (61% of total)	\$5,484,413 (62% of total)
Total FTEs	23.5	32.5	42.5	55.5	59.5

Transportation assumptions are based on student enrollment and the school needing to provide a limited number of buses.

	Year 1	Year 2	Year 3	Year 4	Year 5
Transportation	\$250,000 (8.4% of total)	\$500,000 (11% of total)	\$500,000 (8.29% of total)	\$750,000 (9.3% of total)	\$750,000 (8.5% of total)

Facility costs are based on a negotiated contract the school has with a property owner and increase as the square footage increases. These costs do not include the salary of the Facility Manager.

	Year 1	Year 2	Year 3	Year 4	Year 5
Facility Costs	\$120,000 (4% of total)	\$200,000 (4.4% of total)	\$420,000 (7% of total)	\$520,000 (6.5% of total)	\$520,000 (5.9% of total)

Food service costs increase as student enrollment increases. These costs do not include the salary of food service employees.

	Year 1	Year 2	Year 3	Year 4	Year 5
Food Service Costs	\$150,000 (5% of total)	\$275,000 (6% of total)	\$325,000 (5.4% of total)	\$375,000 (4.6% of total)	\$425,000 (4.8% of total)

See below for total expenditures by budget category.

School Management (5.3% to 6.5% of Total Expenditures)

Projected expenditures include salaries and expenses related to school management.

	Year 1	Year 2	Year 3	Year 4	Year 5
School Management Expenses	\$188,000 (6.3% of total)	\$264,800 (5.8% of total)	\$321,146 (5.3% of total)	\$530,648 (6.6% of total)	\$542,800 (6.2% of total)

Program/Operations Management (5.5% to 11.6% of Total Projected Expenditures)

Projected expenditures include salaries and expenses related to program and operations management.

	Year 1	Year 2	Year 3	Year 4	Year 5
Program and Operations Expenses	\$345,000 (11.6% of total)	\$407,565 (8.9% of total)	\$439,829 (7.3% of total)	\$460,389 (5.7% of total)	\$480,655 (5.5% of total)

Instruction (27% to 30% of Total Projected Expenditures)

Projected expenditures include salaries and expenses related to instruction.

	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction Expenses	\$909,244 (30.6% of total)	\$1,350,319 (29.8% of total)	\$1,651,582 (27.4% of total)	\$2,183,537 (27.1% of total)	\$2,388,289 (27.2% of total)

Instructional Support (14.5% to 21.9% of Total Projected Expenditures)

Projected expenditures include salaries and expenses related to instructional support.

	Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Support Expenses	\$430,396 (14.5% of total)	\$689,852 (15.2% of total)	\$1,118,572 (18.5% of total)	\$1,642,270 (20% of total)	\$1,919,711 (21.9% of total)

Operations (20% to 24.9% of Total Projected Expenditures)

Projected expenditures include salaries and expenses related to operations.

	Year 1	Year 2	Year 3	Year 4	Year 5
Operations Expenses	\$592,500 (20% of total)	\$1,073,475 (23.7% of total)	\$1,501,959 (24.9% of total)	\$1,916,027 (23.8% of total)	\$1,968,158 (22.4% of total)

Other Obligations (12.7% to 13.6% of Total Projected Expenditures)

Projected expenditures include salaries and expenses related to instruction.

	Year 1	Year 2	Year 3	Year 4	Year 5
Other Obligations Expenses	\$404,905 (13.6% of total)	\$584,604 (12.9% of total)	\$770,264 (12.8% of total)	\$1,029,348 (12.8% of total)	\$1,156,031 (13.2% of total)

Contingencies (1% of Total Revenues; approx 1% of Total Projected Expenditures)

	Year 1	Year 2	Year 3	Year 4	Year 5
Contingency Amounts	\$30,185	\$48,261	\$64,699	\$82,341	\$90,963

Surplus: The school is projecting a surplus in each of its first five years of operations.

	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus	\$48,253 (1.6% of total revenue)	\$287,986 (5.97% of total revenue)	\$432,927 (6.69% of total revenue)	\$189,528 (2.3% of total revenue)	\$310,651 (3.42% of total revenue)

Budget Creation Systems: DLC’s budget creation process is a thoughtful, multi-round process that will begin early in the new calendar year. This timeline ensures ample opportunities to gather input from all key stakeholders, including school leadership, staff, and academic leads. The early start allows time to refine staffing models based on projected enrollment and program needs, as well as to negotiate and finalize contracts with vendors. Each round of review builds on the last, helping to shape a comprehensive and realistic budget that aligns with the school’s goals and operational requirements.

Budget Management Systems: At DLC, sound financial management is central to our mission and long-term success. The school’s budget process is structured to ensure transparency, accountability, and alignment with strategic priorities. This work is led by the Finance Committee, chaired by a representative of the Board of Directors, which plays a central role in both planning and ongoing oversight.

Each year, the budget is developed through a collaborative effort involving school leadership including operational and academic stakeholders. This process focuses on key financial drivers—such as

enrollment projections, staffing needs, and program costs—to ensure resources are directed where they are most impactful. Once the draft budget is complete, it is reviewed and approved by the Finance Committee before being presented to the full Board for final approval.

Throughout the year, the Finance Committee continues to monitor the budget closely, with a formal review of budget-to-actual performance conducted on at least a quarterly basis. This ongoing review is essential for ensuring the school stays on track financially. During these checkpoints, the committee assesses any variances between projected and actual revenues or expenditures. Where needed, they reproject specific budget lines to reflect updated information and changing circumstances.

The focus of these reviews remains on the key drivers of the budget—areas that have the most significant impact on the school’s financial health. This targeted approach provides school leadership with a clear and current understanding of the financial picture, allowing for timely adjustments and informed decision-making. The Finance Committee then shares these findings and any recommendations with the Board of Directors, helping to maintain accountability at every level.

12. Schedule and Calendar

DLC will follow a clear, intentional annual calendar and daily schedule (Appendix 32) that prioritize rigorous dual-language learning, family access, and teacher sustainability while fully aligning with RIDE requirements. The draft calendar (Appendix 33) provides 187 days of student instruction, organized by trimester, beginning the last week of August and ending by late June, with holidays and breaks aligned to the Providence Public Schools calendar to help families coordinate. The year includes time for progress monitoring, student-led conferences, bilingual literacy milestones, and special mission-focused events such as literacy nights and community showcases. Five professional development days are held before students arrive, with two additional days during the year, and optional summer or extended learning opportunities may be offered based on community needs.

Students attend Monday-Friday, arriving at 8:00 AM daily. Mondays have an early dismissal at 2:15 PM to give teachers dedicated collaboration time, while Tuesday through Friday dismissal is at 3:00 PM. A before-school program opens at 7:15 AM daily for early drop-off, and an afterschool program runs until 4:30

PM every day to provide enrichment, remediation, tutoring, clubs, or intervention and services aligned with DLC’s full-service model. The daily schedule balances core academic blocks in Spanish and English, breaks, lunch, specials, project-based learning, and time for community-building circles. DLC will track instructional minutes to ensure that we are meeting state requirements and maximizing instructional time.

Teachers arrive at 7:45 AM and stay until 3:45 PM, giving them time for prep, collaboration, family communication, and shared responsibilities like arrival and dismissal. They deliver 6 hours of direct instruction daily and have 30–60 minutes each day for planning and collaboration. Monday early release provides 45-minute blocks for meetings and PLCs without extending the teacher workday. This scheduling model exceeds state instructional time minimums, supports bilingual rigor, and protects teachers’ time for collaboration and professional growth, ensuring every student and family receives high-quality support.

13. Startup Timeline

DLC has developed a detailed, realistic start-up timeline that lays out the major milestones, target dates, and defining progress points necessary for a successful launch by Fall 2027. This timeline is fully aligned with Rhode Island’s charter school regulatory requirements and directly maps to the official Pre-Opening Checklist.

One of the earliest and most critical milestones—securing experienced leadership—has already been accomplished. Superintendent Joshua Laplante and Founding Principal Jose Valerio are in place to coordinate all pre-opening activities and ensure each step remains mission-aligned, feasible, and compliant with RIDE expectations. As point person, the Superintendent is accountable for monitoring the timeline, assigning responsibilities, and providing monthly updates to the Board of Directors.

Key defining milestones include securing the facility at 239 Westminster Street and completing all lease negotiations, renovations, safety inspections, and obtaining a Certificate of Occupancy by Spring 2027. The Director of Business and Operations, hired in early Year 1, will lead this work stream with oversight from the Board’s Facilities Committee.

Equally important are academic and staffing milestones. By Winter 2026, the leadership team will finalize a culturally responsive, research-based curriculum aligned with Rhode Island standards for bilingual

education. At the same time, the Principal will launch a targeted bilingual teacher recruitment campaign through partnerships with local and international pipelines, ensuring that by Summer 2027 a diverse, certified faculty is hired, onboarded, and trained.

Student recruitment and enrollment readiness will begin immediately after final charter approval. The Family and Community Engagement Lead will work with the Superintendent to implement a multilingual, community-centered enrollment campaign, finalize lottery preferences (including submission of the variance request for language learner and newcomer preferences), and meet the statutory 50% first-year commitment requirement.

Governance and compliance tasks are built into the timeline in alignment with the Pre-Opening Checklist. The Board will complete Articles of Incorporation and 501(c)(3) filing, secure an EIN, submit Board member resumes, complete ethics filings, and approve conflict-of-interest policies by Fall 2026. By early 2027, the Board will finalize the comprehensive operating budget, adopt a RIDE-approved accounting system, complete UCOA training, and upload the first quarterly financial reports. Staffing and personnel systems — including EPSS, eCert, and enrollment in ERSRI — will be fully established by Summer 2027. Curriculum plans, student enrollment procedures, lottery reports, health and safety plans, and all operational contracts for food service, transportation, and insurance coverage will be finalized before August 2027.

DLC will adhere to each item on RIDE’s Pre-Opening Checklist ensuring that each Category (Governance, Finance, Facility, Personnel, Educational Program, Operations) is tracked and monthly internal status reports are be shared by the superintendent with the Board and key stakeholders to ensure accountability and transparency every step of the way. A detailed, Pre-Opening Checklist Schedule (Appendix 34) outlines the month-by-month timeline from January 2026 through August 2027. This structured, milestone-driven plan ensures that DLC will meet all regulatory requirements, maintain mission alignment, and be fully prepared to open its doors to students in August 2027.

14. Variances

DLC seeks a variance under RIGL § 16-77.3-3(g) and Charter School Regulations (200-RICR-20-05-2, Section 2.6.2.A), which permit the Commissioner to grant the use of weighted or

preference-based lotteries. DLC requests approval to implement an enrollment lottery that prioritizes Spanish-dominant multilingual learners (MLLs) so that at least 50% of the student body is composed of students learning English as a new language. This is essential to ensuring that DLC's dual-language, full-service community school model truly reaches the students it is designed to serve, which standard open lottery rules alone do not guarantee. DLC also seeks to include equity-focused preferences for newcomer students who have recently immigrated to the United States.

This variance will uphold the intent of open admissions by keeping the enrollment process fully transparent and non-discriminatory, while equitably expanding access for students who are most underserved by traditional models. DLC will work in close collaboration with RIDE to design and administer the weighted lottery in a fair, legally sound, and mission-aligned way. DLC acknowledges that this variance request must be approved by the Council on Elementary and Secondary Education and will prepare appropriate contingency plans should the request not be granted. Alternatively, we will hold the lottery as required with no variances and will work to ensure that we reach the students with a strong and robust multilingual outreach and recruitment program.

15. Charter School Program Grant Intent to Apply

DLC intends to apply for the U.S. Department of Education's Charter Schools Program (CSP) start-up grant to support the launch of a rigorous, full-service, dual-language charter school. Start-up funding through the CSP grant is critical to help DLC secure high-quality bilingual curriculum, recruit and train certified bilingual teachers, purchase culturally responsive classroom resources, and develop wraparound family support services that reflect our full-service community school model. This funding will directly address the additional costs of dual-language program design, staff development, student technology, and community engagement. The CSP funds can also support DLC's critical planning, program design, and initial implementation phases as we work to launch a school that is deeply rooted in the strengths, culture, and aspirations of the community it serves.

Appendices: Table of Contents

Appendix 01: Assurances.....	80
Appendix 02: The Dual Capacity-Building Framework for Family-School Partnerships.....	81
Appendix 03: Enrollment Table.....	82
Appendix 04: Enrollment Policies and Lottery.....	83
Appendix 05: Data Tables.....	88
Appendix 06: Four Pillars of Community Schools and the Laura Rodriguez Full Service Community Hub Concept.....	89
Appendix 07: Assets and Needs Assessment.....	93
Appendix 08: Community Advisory Council.....	129
Appendix 09: Evidence of Community Support.....	130
Carol Aguasvivas, <i>President</i> - Community Angels	
Marcy Reyes, <i>Founder & CEO</i> - FLY Initiative	
Madalyn Ciampi, <i>Executive Director</i> - Providence Promise	
Wilda Gutierrez, <i>President</i> - Esperanza Hope	
Diana Capellan, <i>Director</i> - The International Teachers' Project	
Oscar Mejias, <i>President & CEO</i> - Rhode Island Hispanic Chamber of Commerce	
Janie Segui Rodriguez, <i>Founder & CEO</i> - Stop the Wait	
Dr. Jose Polanco, <i>Chair, Board of Directors</i> - Rhode Island Education Collective	
Joe DaMoura, <i>Executive Director</i> - Cape Verdean Museum	
Mayra Cruz & Yanira Wandera, <i>Founding Partners</i> - The Canizales Group	
Appendix 10: DLC Course of Study.....	143
Appendix 11: Four Key Models for English Learners.....	152
Appendix 12: Language Allocation Plan.....	153
Appendix 13: Curriculum Adoption Process.....	155
Appendix 14: Curriculum Resources.....	156
Appendix 15: RI Social and Emotional Learning Standards: Competencies for School and Life Success....	161
Appendix 16: Character Education.....	163
Appendix 17: "Lowering the Affective Filter for English Language Learners Facilitates Successful Language Acquisition".....	164
Appendix 18: Ready for Rigor Framework.....	165
Appendix 19: Assessment Table.....	166
Appendix 20: Restorative Practices.....	169
Appendix 21: Providence Promise Audit.....	171
Appendix 22: Applicant Group Resumes.....	201
Appendix 23: Board of Directors' Resumes.....	222
Appendix 24: Board Bylaws.....	235
Appendix 25: Board Positions.....	247
Appendix 26: Organizational Structure.....	248
Appendix 27: Staffing Plan.....	250
Appendix 28: Superintendent Evaluation.....	251
Appendix 29: Job Descriptions.....	253
A. Superintendent	
B. Principal	
C. FSCS Coordinator	
D. Bilingual Instructional Coach	
E. Dual Language Teacher	
Appendix 30: Facility Rendering and Floor Plan.....	264
Appendix 31: Budget.....	266
Appendix 32: School Schedule.....	268
Appendix 33: School Calendar.....	273
Appendix 34: Pre-opening Checklist.....	276

Appendix 01: Assurances

Appendix A: Assurances Form

This Assurance Form enumerates the requirements and, when you submit this signed sheet as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair or the lead applicant for all applicants (new charters and expansions). These assurances should not be considered an exhaustive list, as RIDE may determine there are additional legal requirements for the board and school.

As the authorized representative of the applicant, I certify that if awarded a charter:

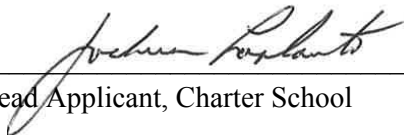
1. Curriculum must be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards. Additionally, curricular choices must align to state statutes regarding High-Quality Curricular Materials.
2. The school will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a differently abled student discipline policy.
3. The board will comply with all applicable laws and regulations.
4. The RIDE Office of School Opportunities will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements once a space has been identified.
5. The school will comply with the statutory and regulatory requirements for school health programs and school safety plans.
6. The school will develop school safety and emergency response plans.
7. The school will provide health services to all students, including a plan to hire a nurse taking into consideration the statutory requirements in the Rhode Island Rules and Regulations for School Health Programs.
8. The school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8
9. The school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE.
10. The school will complete a fiscal audit each year with an independent firm, with a copy to RIDE.
11. The board and school will comply with all of the requirements in the RIDE Pre-Opening handbook.



Governing Board Chair, Charter School

7-10-25

Date

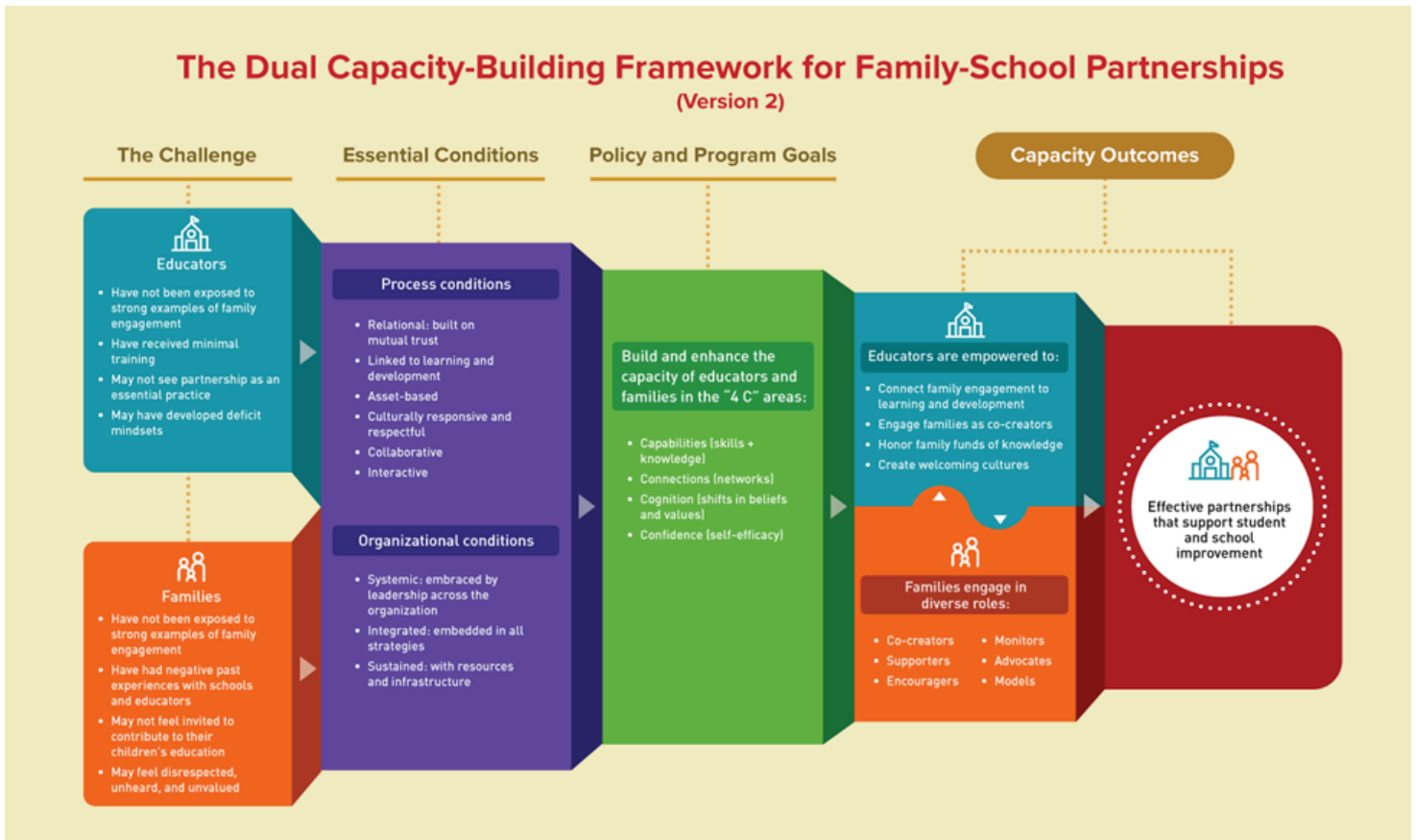


Lead Applicant, Charter School

7/8/2025

Date

Appendix 02: The Dual Capacity-Building Framework for Family-School Partnerships



Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Appendix 03: Enrollment Table

Grade	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35
K	44	44	44	44	44	44	44	44
1	48	48	48	48	48	48	48	48
2	48	48	48	48	48	48	48	48
3		48	48	48	48	48	48	48
4			48	48	48	48	48	48
5				48	48	48	48	48
6		48	48	48	48	48	48	48
7			48	48	48	48	48	48
8				48	48	48	48	48
9					50	50	50	50
10						50	50	50
11							50	50
12								50
Total	140	236	332	428	478	528	578	628

School Districts Served: Providence, Pawtucket, Cranston

Appendix 04: Enrollment Policies and Lottery

General Enrollment Policy

De la Comunidad Bilingual (DLC) is a proposed K–12 public charter school serving Providence, Pawtucket, and Cranston. The school enrolls new students annually and backfills seats as they become available in accordance with Rhode Island law. DLC will follow all enrollment, admissions, and lottery procedures in accordance with the Rhode Island Charter School Regulations (200-RICR-20-05-2, Section 2.6.2(A)) and will work closely with RIDE to ensure compliance at each stage of the enrollment process. DLC does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, disability, age, ancestry, academic history, language proficiency, or special education status in any aspect of its admissions process.

Eligibility for Enrollment

To be eligible, applicants must reside in Providence, Pawtucket, or Cranston. (Homeless students are exempt from residency documentation requirements under McKinney-Vento protections.) Families must provide proof of residency at application and at enrollment (if the address has changed).

Students must meet age and grade eligibility:

- Kindergarten applicants must turn five (5) years old on or before September 1 of the enrolling academic year.
- Students applying to grades 1–12 must show evidence of completing the prior grade through school records, transcripts, or approved homeschool plans.
- DLC does not require interviews, placement exams, or prior academic performance as conditions of enrollment.
- The school reserves the right to rescind offers of admission or un-enroll students if false documentation or misrepresentations are found during the admissions process.

Community Outreach and Recruitment

DLC is committed to equitable and inclusive recruitment. Outreach activities will:

- Include public notices, community meetings, open houses, and tabling at high-traffic locations;
- Be conducted in English and Spanish, with materials in accessible formats (flyers, video, radio, social media);
- Leverage relationships with local partners (e.g., Dorcas International, Ángeles de la Comunidad, Providence Promise) to reach underserved and multilingual communities;
- Feature family-focused events such as “Cafecitos con la Comunidad”, co-hosted with trusted leaders.

DLC will track outreach data by ZIP code, language, referral source, and enrollment method, and will adjust strategies to close gaps and increase awareness among underrepresented families.

Application Process

DLC will determine annually the number of open seats per grade. The school will use the standard RIDE-developed application, available via:

- DLC’s website: *(TBD)*
- In-person: 291 Westminster Street, Providence, RI 02908

Applications will be available at least four weeks prior to the submission deadline, and application deadlines will be publicized widely and in advance.

Phased Enrollment Plan

DLC will implement a strategic, phased enrollment plan aligned to its dual-language immersion model. In its founding year (2027–28), DLC will open with grades Kindergarten, 1st, and 2nd. In Year 2 (2028–29), the school will enroll a new Kindergarten cohort and introduce a new 6th grade cohort, launching the middle school division. For the next three years, the school will continue enrolling only Kindergarten and 6th grade, allowing the original elementary cohorts to progress naturally.

Once the founding 2nd grade class reaches 6th grade (in 2031–32), DLC will no longer add new grade levels and will return to enrolling only incoming kindergarten cohorts annually.

This approach ensures:

- Early immersion entry and sustained language development;
- Continuity of cohorts and teacher relationships;
- Scalable staffing and wraparound supports tied to student growth.

Application Logistics

- DLC conducts one primary application window and lottery each year for the upcoming school year.
- The application deadline and lottery date will be publicized at least three (3) weeks in advance, through multiple platforms.
- The application will request only non-discriminatory information.
- No application fees will be charged.

Applications become part of the student's temporary education record:

- If admitted, the application is retained in accordance with state records laws.
- If not admitted, the application is stored for seven (7) years or until the student is no longer on the waitlist.

Enrollment and Acceptance Procedures

Families selected through the lottery or from the waitlist will receive written notice. They must confirm enrollment by submitting a confirmation form by the stated deadline (no less than 15 days after notification).

DLC will make reasonable attempts to contact families during this period.

- If a family does not confirm by the deadline, DLC may offer the seat to the next student on the waitlist.
- Upon confirmation, families will be asked to provide additional documentation (e.g., prior school records, IEPs), but this is not required for admission.
- The school will then notify districts of residence about the number of students enrolling from each.

Lottery and Waitlist Policy

If the number of applicants exceeds available seats, DLC will conduct a random, public lottery at 291 Westminster Street, Providence, RI.

- The lottery will be conducted by a disinterested party.
- All applicants will be drawn and either offered a seat or placed on a ranked waitlist.
- Families of lottery-selected students will receive enrollment offers and must confirm by the published deadline.

Lottery Preferences (pending RIDE approval):

1. Siblings of currently enrolled students
2. Children of full-time DLC staff (up to 10% of total enrollment)
3. Providence, Pawtucket, and Cranston residents
4. Students identified as English Learners or New Arrivals (pending equity-focused variance approval)

Waitlist Guidelines:

- Waitlists are grade-specific and reset annually.
- Mid-year vacancies will be filled from the current waitlist.
- DLC maintains waitlist records (names, DOBs, grade, contact info) for each application year.
- Late applications are only considered after the waitlist has been exhausted.

Siblings and Children of Staff Policy

- Siblings: Defined as children sharing a biological or legal parent, including those in separate households. Preference applies only if the sibling is currently enrolled or graduating that year.
 - Not eligible: Foster siblings, alumni siblings, twins of newly accepted students, or unrelated children in the same household.

- Staff Children: Defined as biological or legally adopted children of full-time DLC staff. These students may receive preference in the lottery, not to exceed 10% of total enrollment.

Appendix 05: Table 5: Proficiency for English learners on RICAS for 2023-24 SY Assessment

District	Subgroup	Percent Proficient (ELA)	Percent Proficient (MATH)
Statewide	Current EL	5.6%	8.2%
Statewide	Not EL	34.6%	33.9%
Statewide	Recently (3 yr) Exited EL	35.3%	33.1%
Providence	Current EL	<5%	6.9%
Providence	Not EL	21.2%	19.7%
Providence	Recently (3 yr) Exited EL	28.6%	26.6%
Pawtucket	Current EL	<5%	7.9%
Pawtucket	Not EL	18.8%	20.1%
Pawtucket	Recently (3 yr) Exited EL	28.4%	30.4%
Cranston	Current EL	6.3%	7.1%
Cranston	Not EL	32.6%	27.3%
Cranston	Recently (3 yr) Exited EL	37.9%	34.7%
Avg. Dual Language School	Current EL	6.6%	13.4%
Avg. Dual Language School	Not EL	32.9%	31.5%
Avg. Dual Language School	Recently (3 yr) Exited EL	24.8%	35.5%

Table 6: RI Third & Eighth Grade Meeting Expectations RICAS ELA and Math 2024

Subgroup	3 rd Graders ELA	8 th Graders ELA	3 rd Graders Math	8 th Graders Math
Low-Income Students	24%	17%	25%	10%
Higher-Income Students	50%	44%	52%	37%
Students Receiving Special Education Services	10%	<5%	15%	<5%
Students Not Receiving Special Education Services	44%	38%	45%	29%
All Students	38%	32%	39%	25%

(Source: Rhode Island Department of Education, Rhode Island Comprehensive Assessment System (RICAS), 2023-2024. Low income status is determined by eligibility for the free or reduced-price lunch program. *Data is reported as <5% when greater than 95% of students do not meet expectations.)

Table 7: Chronic Absenteeism and Attendance Rates

Districts	Chronic Absenteeism Rates	Attendance Rates
Providence	36.37%	88.28%
Pawtucket	35.16%	89.55%
Cranston	19.26%	93.24%
Avg. Dual Language School	20.22%	92.96%
Statewide	24.76%	91.64%

(Source: Rhode Island Department of Elementary and Secondary Education. (2024, December 4). Student chronic absenteeism rates 2010–2024. RIDE Data Center. <https://datacenter.ride.ri.gov/Home/FileDetail?fileid=1084>)

Appendix 06: Four Pillars of Community Schools and the Laura Rodriguez Full Service Community School Hub Concept





The Laura Rodriguez Full-Service Community School Hub Concept

Introducing the Concept

To honor Laura Rodriguez, a beloved Providence community leader and founder of Los Angeles de la Comunidad, De La Comunidad Bilingual is creating The Laura Rodriguez Full-Service Community School Hub. This replicable model will transform how schools support students and families by embedding comprehensive academic, social, and health services into daily school life via a coordinated network of community providers.

Why a Full-Service Community School?

Research shows students succeed when families, schools, and communities work together. According to the Learning Policy Institute, FSCs are built on four proven pillars:

1. Integrated Student Supports – Wraparound services addressing academic, social, emotional, and health needs.
2. Expanded and Enriched Learning Time – After-school, summer, and weekend programs to deepen learning and growth.
3. Active Family and Community Engagement – Trusted partnerships with families as co-educators and decision-makers.
4. Collaborative Leadership and Practices – Shared leadership, data-driven decisions, and continuous improvement.

How It Was Designed

Our FSCS model is rooted in community voice. Over the past year, De La Comunidad's design team brought together families, educators, students, and local leaders to build a vision grounded in local strengths and real needs. This collective work ensures the Hub reflects what families truly want from their schools.

The design was also inspired by and informed through research, as well as community focus groups, listening sessions, and a team of canvassers who surveyed and engaged with more than

300 families, educators, and community members to ensure that DLC’s design truly responds to what our communities want and need.

What the Hub Will Offer

The Laura Rodriguez Hub will connect students and families with:

- ☐ Early childhood education
- ☐ Out-of-school enrichment and tutoring
- ☐ Mental health counseling
- ☐ Health care screenings and wellness checks
- ☐ Family workshops and resource navigation
- ☐ Career and college readiness pathways

Services will be delivered in trusted, culturally responsive ways, coordinated by a network of community partners and embedded right at school when possible.

Full-Service Community School Model

As a full-service community school, DLC will address non-academic barriers through a coordinated network of partnerships with local wellness and wraparound service providers. This network will connect students and families to mental health care, food and housing support, and preventive medical care. Some services will be co-located at the school, while others will be delivered through community sites, mobile clinics, or virtual supports, ensuring families have flexible and accessible pathways. All services will be designed in collaboration with students, families, and community partners, and reassessed annually to reflect the community's voice and changing needs.

Chronic absenteeism is a pressing challenge in Rhode Island, with over 30% of multilingual learners chronically absent in 2023–24. DLC will proactively reduce absenteeism by embedding Dr. Karen Mapp’s Dual Capacity-Building Framework for Family-School Partnerships and providing trusted on-site services to build engagement.

Progress will be measured by increased family participation in school-based wellness services, high engagement in SurveyWorks, stronger attendance, and rising graduation rates. Partnerships will be evaluated through annual community impact reports and sustainability measures tied to DLC’s mission and academic goals.

Proven Impact

FSCSs help close achievement gaps—especially for Black, Brown, multilingual learners, and low-income students, by delivering comprehensive, trusted supports where families need them most. Outcomes include:

- ☐ Higher student attendance and academic performance

- ☐ Increased family engagement and reduced stress
- ☐ Stronger school climate and fewer suspensions
- ☐ More equitable access to healthcare in trusted settings

National studies show that students in well-implemented FSCSs outperform peers by significant margins in math, reading, and graduation rates.

De La Comunidad Bilingual is proud to lead this innovative work for Rhode Island's families.

About Laura Rodriguez

The late Laura Rodriguez was affectionately known as the “**Mayor of South Providence,**” a tireless champion for the city's most vulnerable families. Born in the Dominican Republic, Laura arrived in Providence with a deep sense of justice. A former hotel housekeeper and union organizer, she became a beloved community leader and advocate for working families across South Providence, Elmwood, and the West End.

Laura organized union workers, advocated for safer streets and a better quality of life, ran a small business, and launched youth leadership groups that empowered countless young people over the years. In 2010, she formally founded **Community Angels (Los Ángeles de la Comunidad)**. This grassroots effort began with a few donated toys and grew into a large-scale annual tradition delivering thousands of toys, food, and warm clothing to children in need. What started as a simple holiday drive blossomed into a celebration of joy, dignity, and love for families often overlooked.

Laura passed away on December 25, 2018, leaving behind an admired legacy of public service and compassion. Today, inspired by her example, her daughter Carol Aguasvivas and hundreds of volunteers carry forward **Community Angels**, expanding its work into year-round programs focused on education, recreation, and family engagement, because, as Laura believed, *every child deserves more than one magical day; they deserve joy, support, and opportunity every day.*

Appendix 07: Assets and Needs Assessment

De La Comunidad Assets and Needs Assessment

Introduction and Background

Full service community schools take a holistic approach to education by ensuring that all students have access to resources, opportunities, and supports that allow them to experience success in schools.⁵³ Despite the fact that all full service community schools have the same four pillars, “integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practice,” these schools often look very different from one another.⁵⁴ This is because each community has different resources and opportunities readily available, so in order to best provide students and families with the services they need, community schools must conduct assets and needs assessments. These assessments gather information from community members (parents, students, etc.) on what services are needed within their community. Once this information is gathered a report is finalized to provide recommendations on next steps regarding how to move forward programmatically.

Currently the Rhode Island Education Collective (Collective) is working to build a dual language, full service community charter school in Rhode Island (RI) called De La Comunidad (DLC). DLC will serve students who come from Cranston, Pawtucket, and Providence. In order to build this school and ensure that the full service community aspect is high quality the Collective is conducting an aforementioned assets and needs assessment. This assessment will draw on archival

⁵³ Partnership for the Future of Learning. *Community Schools Playbook*. Public Leadership Institute, 2018, <https://communityschools.futureforlearning.org/assets/downloads/community-schools-playbook.pdf>.

⁵⁴ Maier, Anna, Julia Daniel, Jeannie Oakes, and Livia Lam. *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence*. Learning Policy Institute, 2017, <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>.

data, survey results, and findings from focus groups and interviews to inform recommendations regarding the services DLC will need to provide upon opening.

Methods

Data Collection

In order to complete the assets and needs assessment for DLC the Collective used the National Center for Community Schools “Assets and Needs Assessment Toolkit” as a guide.⁵⁵ In the toolkit it recommends collecting four types of data: an archival data review, surveys, focus groups, and key stakeholder interviews. The review is mainly quantitative data that helps to inform the questions asked during the qualitative research pieces (i.e. surveys, focus groups and interviews). Thus the timeline for this project started with the archival data review followed by surveys and finished with the focus group and interviews. Additionally, in some cases the qualitative research allowed the Collective to address gaps in the archival data. Integrating these qualitative insights resulted in a comprehensive assessment with a mixed methods approach.

The data collected during this report is from publicly available sources. The main sources are data sets from the Rhode Island Department of Education (RIDE) and the *2025 Rhode Island KIDS COUNT Factbook*.⁵⁶ The surveys, focus group and interview protocols were all developed by the Collective’s staff using the “Assets and Needs Assessment Toolkit” as a guide.⁵⁷ The data from these were also analyzed by the Collective staff.

Additionally, when looking at the results below it should be noted that the subgroup of focus, especially in the archival data review, will be multilingual learners (MLLs). While the subgroups of race, socioeconomic status, and ability status are important and will be discussed time

⁵⁵ National Center for Community Schools. *Assets & Needs Assessment Toolkit*. The Children's Aid Society, 2021, <https://www.nccs.org/publication/assets-needs-assessment-toolkit/>.

⁵⁶ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*. Rhode Island KIDS COUNT, 2025. <https://rikidscount.org/factbook/>

⁵⁷ National Center for Community Schools. *Assets & Needs Assessment Toolkit*

from time, the main focus will remain on MLLs as this is a target population for DLC since it will be a dual language school.

In the following sections an overview of the data collected from the aforementioned sources will be provided. The data will also be outlined in four sections: archival data review, surveys, focus group, and interviews.

Archival Data Review

The first step in the assets and needs assessment is to conduct an archival data review on the communities that the school serves. The review requires a collection of quantitative data from existing sources in order to best understand the strengths the community has and then areas where more services are needed. In the “Assets and Needs Assessment Toolkit” they provide an “Archival Data Collection Table” that suggests looking at ten categories.⁵⁸ These ten categories mostly focus on the topics around school quality and then social services within a community. When collecting the data on these topics the Collective chose to look at state level data, when it is an appropriate counterfactual, as well as data from all the communities DLC will serve: Cranston, Pawtucket, and Providence.

The first piece of data collected is around city and school district demographics. This data helps to provide a general overview of the cities before analyzing academic achievement and services available. For both city and school district demographics the state will be used as the comparison group.

City demographics are based off of the data from the 2020 Census and the estimates made during that assessment for future years.⁵⁹ *Table 1* outlines the estimated median household income

⁵⁸ National Center for Community Schools. *Assets & Needs Assessment Toolkit*.

⁵⁹ U.S. Census Bureau. “Quick Facts.” <https://www.census.gov/quickfacts/>. U.S. Department of Commerce, Accessed 10 June 2025.

in 2023 dollars, the percentage of people living in poverty, education levels for both high school and college graduates, and racial demographics (these categories are the ones that were reflected).

Table 1: City Demographics⁶⁰

	State	Providence	Pawtucket	Cranston
Median Household Income (in 2023 dollars)	\$86,372	\$66,772	\$67,436	\$87,716
Persons in Poverty	11%	20%	14%	9%
Bachelor’s Degree or Higher	37%	35%	24%	36%
Language Other than English Spoken at Home	23%	49%	38%	25%
White Alone	82%	41%	53%	71%
Black	9%	13%	15%	6%
American Indian and Alaska Native	1%	1%	1%	<1%
Asian	4%	6%	2%	2%
Native Hawaiian and Other Pacific Islander	<1%	<1%	<1%	<1%
Two or More Races	3%	19%	19%	9%
Hispanic or Latino	18%	44%	25%	17%
White Alone, Not Hispanic or Latino	69%	34%	48%	67%

Based on the data above, Providence and Pawtucket have higher rates of poverty, lower median household incomes, and a lower percentage of high school graduates than the state as a whole. Cranston on the other hand has slightly higher household income, slightly lower poverty rates, and a

⁶⁰ U.S. Census Bureau. “Quick Facts.”

higher percentage of high school graduates than the state. However, all three districts have a higher number of residents that speak a language other than English at home and a lower percentage of college graduates. Additionally, the census data shows that in Providence and Pawtucket there are higher concentrations of Black, Hispanic or Latino, and people who identify as two or more races than the state averages. Cranston on the other hand has racial demographics that are more reflective of the statewide population.

While city demographics are helpful, the school district demographics are also needed because the census takes into account people who do not have children in the K-12 education system. In order to better understand the population that DLC will serve one also needs to look at the district data as well. The student demographic data was collected from RIDE’s October 1st enrollment count for the 2024-2025 school year.⁶¹ *Table 2* explores the percentage of students receiving free and reduced price lunch (FRPL), the percentage of students who are multilingual learners (MLL), the percentage of students who are differently abled, which means they are receiving special education services, as well as the racial demographics (the categories are as defined by RIDE) of the students.

Table 2: District Student Demographics⁶²

	State	Providence	Pawtucket	Cranston
FRPL	54%	83%	24%	55%
MLL	15%	40%	76%	12%
Differently Abled	18%	19%	21%	16%
American Indian or Alaskan Native	1%	1%	1%	1%
Asian	3%	3%	1%	8%

⁶¹ Rhode Island Department of Education. “Public Schools Enrollment Dashboard.” *Data Center*, 3 May 2024, <https://datacenter.ride.ri.gov/Home/FileDetail?fileid=994>. Accessed 10 June 2025.

⁶² Rhode Island Department of Education. “Public Schools Enrollment Dashboard.”

Black or African American	9%	15%	29%	5%
Hispanic	31%	68%	39%	37%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%
Two or More Races	5%	4%	6%	6%
White	50%	8%	23%	43%

When looking at the demographics above in *Table 2* Providence and Pawtucket have higher percentages of students receiving FRPL, which is an indicator of poverty, as well as students who have been identified as MLLs and Differently Abled. In these categories Cranston is much closer to the state averages, however, they do have slightly lower percentages of MLL and Differently Abled students than the state. In terms of racial demographics all three districts have higher percentages of Hispanic students than the state as a whole. Cranston stands out by also having higher percentages of people identifying as Asian and White than the other two districts, but Providence and Pawtucket have higher percentages of students identifying as Black or African American. These student demographics largely mirror census demographics.

Next data was collected around school quality, which covers areas such as academic achievement, attendance, feelings of school belonging, and family engagement. School quality is a factor in considering the design of a full service community school because the goal of these institutions is to provide the support students need in order to help eliminate barriers that may interfere with student learning. This data is additionally important to making the case for why DLC should exist because DLC will be a charter school, so the case needs to be argued that this school can provide new, and better, educational opportunities than what currently exists.

The best measurement of academic achievement in RI are student proficiency rates on the statewide standardized assessments. The two standardized assessments used in RI are RICAS,

which measures proficiency in ELA and math in third through eighth grade and the SAT, which measures proficiency in ELA and math for high school students. Below in *Table 3* are the proficiency rates for the three districts as well as the proficiency rates for the state.

Table 3: Proficiency Rates on the 2023-2024 SY Standardized Assessments⁶³

	State	Providence	Pawtucket	Cranston
RICAS ELA	31%	15%	16%	30%
RICAS Math	30%	15%	18%	25%
SAT ELA	48%	30%	23%	46%
SAT Math	22%	14%	<5%	18%

When interpreting the proficiency levels on RICAS and SAT assessments the results of the three districts should be compared to the state proficiency rates. In this case all three districts have lower proficiency rates than the states, however Cranston’s scores are the closest. Lastly, it is important to point out that as a district Pawtucket’s SAT math scores were suppressed because less than 5% of students were proficient.

In addition to looking at the overall performance of each district, a subgroup performance should also be considered. There are many subgroup categories, but as was stated earlier this assessment will focus on MLLs. When discussing these results we will focus solely on the three districts DLC will serve and compare non-MLL students to MLL students instead of using statewide performance as the counterfactual. A highlight in this category is that MLLs who were recently exited performed higher than non-MLL students on both the ELA and Math RICAS assessment.⁶⁴ Despite this high point, as a whole MLLs have lower proficiency levels than non-MLLs on all subject areas for the standardized assessments.⁶⁵

⁶³ Rhode Island Department of Education. *Assessment Data Portal*. 2025, <https://www3.ride.ri.gov/ADP>.

⁶⁴ Rhode Island Department of Education. *Assessment Data Portal*.

⁶⁵ Rhode Island Department of Education. *Assessment Data Portal*.

In addition to academic achievement, attendance is also a way to measure school quality. One way of measuring attendance is through chronic absenteeism rates, which are collected yearly by RIDE. *Table 4* outlines the overall chronic absenteeism rates for the state, Providence, Pawtucket, and Cranston as well as for the MLL and non-MLL subgroups.

Table 4: Chronic Absenteeism Rates for the 2023-2024 SY⁶⁶

	State	Providence	Pawtucket	Cranston
Overall	25%	36%	35%	19%
MLLs	31%	36%	32%	20%
Non-MLLs	24%	37%	36%	19%

Table 4 reveals that Providence and Pawtucket have chronic absenteeism rates that are more than ten percentage points higher than the state average. Cranston, on the other hand, has a lower chronic absenteeism rate than the state. Chronic absenteeism rates for the MLL subgroup in Providence and Cranston have less than a one percentage point difference than non-MLLs, thus indicating that the difference is not significant. In Pawtucket MLL students actually have lower rates of chronic absenteeism by approximately three percentage points. Despite not seeing large differences between MLLs and non-MLL students in the three districts, MLLs have higher rates of chronic absenteeism than non-MLL students, thus it is an issue that should be addressed.

Finally, the last indicator of school quality in the archival data review is students and families' perception of school. This perception is measured with SurveyWorks, which is a survey that is given to students and families yearly to gauge their perceptions of the schools they attend.⁶⁷ The results are interpreted as percent favorable. The two areas that are most applicable to this analysis are school belonging for students and family engagement for families.

⁶⁶ Rhode Island Department of Elementary and Secondary Education. *Historical Absences*. RIDE Data Center, 17 Sept. 2024, <https://datacenter.ride.ri.gov/Home/FileDetail?fileid=990>.

⁶⁷ Rhode Island Department of Education. *SurveyWorks Resource Center*. 17 Mar. 2025, <https://ride.ri.gov/information-accountability/ri-education-data/surveyworks>.

The SurveyWorks results revealed that students' feelings of belonging at the elementary level for Providence, Pawtucket, and Cranston ranged from 56% to 60% favorability.⁶⁸ However, when looking at students' feelings of belonging for the same districts at the secondary level, students' responses show 31% or lower favorability.⁶⁹ While the results are higher at the elementary level there are still roughly 40% of students who are feeling as though they don't belong in their school communities.

The category of family engagement is one that pertains to parents and/or caretakers of school age children. In this instance there is no distinction between elementary and secondary levels like there is in the student surveys. When families were asked about how they feel the school has engaged them in the Providence, Pawtucket, and Cranston districts the percent favorability ranges from 20% to 24%. These responses indicate that the vast majority of families are not feeling engaged by their child's school.

After reviewing school quality the next piece of the archival data review is to think about the services students receive in order to begin to plan the integrated student supports as well as expanded learning opportunities. The data in this section comes from the *2025 Rhode Island KIDS COUNT Factbook*, also referred to below as the *Factbook*.⁷⁰ The indicators focused on in this section are around access to healthcare, health indicators that show communities have access to safe spaces and health foods, as well as access to extended learning opportunities.

Having access to health insurance is an indicator that children are living healthier lives. In RI over 95% of children have health insurance.⁷¹ In the *Factbook* the percentages of children who have health insurance is not broken down by city, but it does break down the number of children under the age of 19 who are receiving medical assistance. As of December 31, 2024 there were

⁶⁸ Rhode Island Department of Education. *SurveyWorks Resource Center*.

⁶⁹ Rhode Island Department of Education. *SurveyWorks Resource Center*.

⁷⁰ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*.

⁷¹ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 50.

64,449 children receiving medical assistance in Providence, Pawtucket, and Cranston.⁷² This is approximately 51% of all children in the state. So while it is fair to assume that most children have health coverage in the communities DLC will serve, it is also fair to assume that there will be a fair number who are requiring medical assistance, which may have implications in the quality or frequency of the care they receive.

While RI ensures that children have access to health insurance there are some other healthcare areas RI could improve. For instance, when looking at immunization rates for those that are required to enter school. In RI between 91% and 97% enter Kindergarten meeting those requirements, but those percentages drop by middle school when only 76% to 83% of children are meeting immunization requirements when entering 7th grade.⁷³ A second area of need when it comes to healthcare is the fact that, “Fifty-five percent (73,482) of the children who were enrolled in RItE Care, RItE Share, or Medicaid fee-for service on June 30, 2024 received a dental service during the State Fiscal Year 2024.”⁷⁴ This statistic shows gaps in access to dental services based on socioeconomic status. Finally, another area of need is in mental health services, especially for lower income children. As the *2025 KIDS COUNT Factbook* states, “In 2023, there were 3,074 emergency department visits and 1,962 hospitalizations of Rhode Island children with a primary diagnosis of mental disorder. Of these emergency department visits 68% were children enrolled in RItE Care/Medicaid and 29% had commercial insurance.”⁷⁵ These statistics reveal that while health insurance coverage is high there are still issues around access to healthcare, especially for families and children receiving medical assistance.

There are two other health indicators that we will use to measure whether children have access to safe and healthy places to live. These indicators are asthma rates and the percentage of

⁷² Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 51.

⁷³ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 52.

⁷⁴ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 54.

⁷⁵ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 57.

children who are overweight or obese. Asthma rates can indicate poor environmental factors in a community. In Providence and Pawtucket the rate at which children went to the emergency room where asthma was the primary concern is higher than the state average, but Cranston is slightly below the state average, thus indicating that the environmental factors in those communities are poor and that students need support in asthma treatment.⁷⁶ In terms of the percentage of students who are overweight and obese Cranston has the same percentage as the state, but Providence and Pawtucket have percentages that are higher.⁷⁷ The increased rates of children who are overweight and/or obese indicates that access to healthy foods and safe places to be physically active are limited.

In addition to ensuring students have access to needed supports, full service community schools aim to provide extended learning opportunities. This is one of the hardest pieces of data to measure accurately for this report as the data from the *Factbook* only looks at students participating in 21st Century Community Learning Centers and the number of child care center spots. It should be noted that these statistics are limited because they do not track opportunities offered by schools, community centers, and other organizations. Additionally, federal funding for 21st Century Community Learning Centers are at risk of being cut, which could impact RI's out of school learning opportunities.⁷⁸ But when looking at students served by 21st Century Community Learning Centers and the number of child care center spots, these two methods of child care would account for approximately 23% or less of the school age children in Providence, Pawtucket, and Cranston.⁷⁹ Given the limitations with this statistic it is hard to say whether children have access to extended learning opportunities, but more information is gathered on this topic through the surveys given by the Collective.

⁷⁶ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 75.

⁷⁷ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 79.

⁷⁸ Mehta, Jonaki. "After-School Programs, a Boon for Learning, Could Face Trump Cuts." *NPR*, 27 May 2025, <https://www.npr.org/2025/05/27/nx-sl-5398042/trump-cuts-could-harm-after-school-programs>. Accessed 11 June 2025.

⁷⁹ Rhode Island KIDS COUNT. *2025 Rhode Island KIDS COUNT Factbook*, p. 135.

Overall, this section aims to provide a foundation for the types of questions that will be asked on the community surveys. As one can see there is a great deal of publicly available data on school quality, but less data available on overall community services, hence that became the main focus of the survey. In the next section those results will be explored.

Surveys

The surveys given by the Collective consisted of fifteen questions that focused on the development of DLC. These questions were built off of the archival data review to either supplement the quantitative data with qualitative data and/or fill in missing gaps, such as access to extended learning opportunities. There were three other questions on the survey that pertained to a different school that the Collective is developing, but they will not be analyzed below. The fifteen questions focused on better understanding around whether or not programs were accessible and what types of programs families would like to see incorporated into DLC. Additionally, it is worth noting that the questions were designed with parents, or care takers, of K-12 students as well as K-12 students themselves in mind. The original survey was created in English, but was then later translated to Spanish in order to make it more accessible. Additionally, both the English and Spanish surveys were available digitally. A copy of the English survey can be found in Appendix A and the Spanish version in Appendix B.

In order, to support the outreach needed to collect the surveys the Collective hired a contractor. The contractor targeted the Providence, Pawtucket, and Cranston area as those are the catchment areas of the school. During their outreach the contractor visited libraries, schools, coffee shops, community agencies, non-profits, and many other places to gather responses. These efforts resulted in a collection of a total of 274 surveys.

Of the 274 responses approximately 52% of respondents identified as parents, 25% as students, 18% as other, and 5% as care takers. Some examples of respondents who identified as other were community leaders, graduate students, and grandparents. Demographic data around race/ethnicity and languages spoken was also collected. The racial and ethnic breakdown of participants is as follows: 45% identified as Hispanic/Latino(a), 16% as Black/African American, 16% as White, 15% as Two or More Races, 5% as other, 2% as Asian, 1% as American Indian or Alaskan Native, and 0% as Native Hawaiian or Other Pacific Islander. When respondents were asked if they speak a language other than English at home 55% indicated yes, 44% indicated no, and 1% left the question blank. Lastly, respondents were asked a question as to whether or not they received free or reduced price lunch. This question was asked to indicate socioeconomic status. 51% of respondents received free or reduced price lunch, 27% did not, 18% were unsure, and 5% left the question blank.

There were several questions that focused on access to supports. When asked how easy it was to navigate resources in their community, such as help with affordable housing, 63% of respondents felt that it was not easy. Similarly, when asked about how easy it is to access medical services, including mental health services, 50% said it was not easy. Finally, when asked about the largest area of need respondents were given several options to choose from and the majority of respondents felt affordable housing was the largest area of need, followed by education and mental health services.

The next set of questions focused on what services participants would like to see in their schools, respondents were able to choose multiple options as well as given opportunities to write in ideas. There were four questions focused on services to be provided and they were around extended learning programs for students, medical services, and adult education. There also was a yes or no question on whether or not access to a food pantry via the school would be helpful.

When asked about accessing extended learning programs respondents were asked about access to before or after school programs or if they did not have access at all. Below *Table 5* outlines the responses.

Table 5: Access to Extended Learning Opportunities

	Number of Responses	Total Responses	Percentage
Before School	27	274	10%
After School	57	274	21%
Both	10	274	4%
Neither	165	274	60%
No Response	15	274	5%

Based on the survey responses 60% of respondents indicated that they do not have access to before or after school programming. Some of the written in by respondents were about enrichment opportunities pertained to finding help getting jobs, job training, help with applying for IDs and drivers licenses, as well as sports. Additionally, when asked a follow-up question on the types of programs they would like to see in a school, the top three choices were for Social and Emotional Learning, Career Exploration, and Tutoring.

In the survey respondents also had an opportunity to express what type of medical services would be helpful to have in schools. Mental Health Services and/or Counseling was the most frequent response with 78% of people indicating they would like to see this service in schools. The second choice was for dental services which 73% of people wanted to see in schools. Vision services was third with 70% of participants indicating wanting that service. The least chosen medical service was for Primary Care, which only 66% of participants indicated wanting access to that service. Respondents also had the opportunity to write what services they would like in schools and the most frequent response was for access to women’s health services. Lastly, there were also

comments about immunizations, family counseling, and nutrition which were all also flagged as community needs in the archival data review.

Respondents were also asked about whether having a food pantry within the school would be helpful. About 95% of respondents felt it would be helpful to have access to this resource. Additionally, 50% of the people who answered the survey indicated in a follow-up question that they had recently taken advantage of a food pantry or other no cost meal services. Of the participants that said they used those services 99% of them said it would be helpful to have a food pantry located within the school. Given that the people who used these services indicated the helpfulness at an even greater level than people who hadn't would indicate the importance of having this service available.

Lastly, in the vision of a full service community school there should also be services that help parents as well as students. So while medical services and food pantry access can benefit both students and families, DLC will still offer opportunities for services that are just for adults as well. This is why in the survey respondents were asked about adult education courses that would be beneficial. *Table 6* below outlines the percentage of respondents that indicated they would think these types of courses would be helpful.

Table 6: Interest in Adult Education Courses

	Number of Responses	Total Responses	Percentage
GED Courses	196	274	72%
Language Classes	201	274	73%
Cooking Classes	140	274	51%
Parenting Classes	174	274	64%
Technology Courses	188	274	69%
Financial Planning	212	274	77%

As one can see above, classes on financial planning were the most popular option, followed by language classes, and GED courses.

The 274 surveys helped the Collective to begin thinking about how accessible services are in the community and the services that DLC should provide. The surveys also helped to supplement the archival data review. Data around these questions will continue to be added onto through the analysis of the focus groups and interviews.

Focus Group

The Collective held one focus group on June 4th at 5pm. There were a total of eight people on the call. One translator, two facilitators, and five participants. Due to reasons for confidentiality participants were not asked any questions about identifying information during the focus group. However, all participants were people who had taken the Collective's survey and indicated that they would be interested in participating in other events with DLC. It should be clarified that if a survey respondent indicated being a student and gave their contact information that information was not stored digitally nor were they contacted for the focus group. Due to this factor, it is safe to assume that since the survey sampled mostly parents and community members that the sample from our focus group was a similar make up.

The purpose of the focus group was to ask follow-up questions that were not answered in the survey in addition to questions that would be better answered during a conversation. The questions, as well as a statement of confidentiality, were created before the meeting. There were a total of seven questions that were initially drafted. However, due to the timing and answer lengths in the focus group only four questions were asked. The questions focused on things participants would find helpful in the schools they currently attend or work with, what schools could do to increase parent involvement, what are some of the barriers to accessing resources, and what would be the

greatest need a full service community school could address. The full protocol, which outlines the confidentiality statement and questions can be found in Appendix C. When looking at that protocol it was question two, four, five and six that were asked.

There were several overarching themes that resulted in the conversation. The one that came up most often was the need for an intermediary between the school and the community. One participant explained it best in the following statement, “My school has a family engagement office and in that office they have a food pantry, they have translation services. It's a link between the community and the school. . . Sometimes they [families] just feel like they don't know where to go or where they can get the services, so they help them to identify what they need and how to support them.” Ultimately the family engagement office this participant was discussing allows families to have a contact who can help them to better interact with the school by offering translations, but this office also offers supports to help families gain access to resources. Some of the examples given were that the office will help with immigration support, filling out forms for health insurance, and providing translation services so that families feel more engaged within the school.

While having a point of contact helps to connect families with needed resources, participants also expressed that the school itself should work to create space for parents. Based on the feedback in the focus group, parents have a desire to have more contact with their children’s teachers, a place in the school that is their own, and ultimately be a leader that helps make decisions within schools. A family engagement office, like the one outlined above, could help to create this environment alongside providing access to resources, but there will also be a need for this environment to be created by the entire school community. Teachers, leaders, parents, students, and all stakeholders need to be on board in order to create the level of engagement that the focus group participants would like to see.

Finally, the greatest takeaway from the focus group can be summarized by a participant's response to the last question on what is the biggest need that a full service community school can address. This participant said, “something simple that can add up for parents, and that in itself will allow the parents to be more engaged with the school. And at the end of the day it's about the student, too. That's the main purpose of it. And so how can we help that student through helping their parent is what I'm trying to focus on here. How can we make that student's life better if we just provide a little more support?” DLC aims to bolster family support, driving increased engagement and, consequently, improved student outcomes, a vision shared by participants, which bolsters the fact this is a school for the community built by the community.

Interviews

There were two stakeholder interviews conducted throughout this research process. Both of these interviews followed the same protocol and each participant was asked eight questions. The questions focused on their vision for DLC and what services needed to be included in the school. The full interview protocol can be found in Appendix D.

The first key stakeholder interview took place on Wednesday, May 28. The interviewee will be one of the community partners of DLC as they run a local non profit organization that works directly with families in Providence. This non profit organization also does a lot of community facing work so they will understand the broader community needs.

During this first interview insight was provided into services students would like to see such as sports, mental health supports, and wellness supports and recommended that those should be our focus. This interview also shared a similar theme to the focus group where they envision DLC being an opportunity for parents to be leaders in schools, a welcoming school environment, and an infrastructure that allows for services to be organized and well communicated, so that DLC partners

provide consistent and effective services that are easy for parents to access. Lastly, when asked about why they want to be involved in DLC they replied with, “we are constantly sort of serving as an intermediary, referring families and students out to either other nonprofits, clinics, financial institutions, what have you. And so I think this being sort of a one stop shop for families and kids in the full scope of, you know, wellness, academic, social, emotional, physical. It's aligned with the feedback we've been receiving from parents and kids for eight years.” This statement summarizes that the need for a full service community school is something that is not new, but is something families have been waiting years for.

The second interview took place on May 29th and was with someone who will be an instructional leader at DLC. This interview provides a slightly different perspective from the surveys, focus groups, and previous interview because this person has more of a focus on the academic portion of DLC. As was discussed in the interview, DLC is designed to be providing services to meet students out of school needs, but ultimately DLC aims to address those needs so that students can access rigorous academic instruction. This insight should be kept in mind when thinking about this interviewee's answers.

One unique piece that stood out during this interview was how to engage parents as partners in their student's learning. This was an idea that hasn't come up in any of the other analyses, which have more focused on services needed outside of academics. The interviewee recommended having workshops where parents can engage in curriculum or having parents volunteer in classes during the day. The other key finding from this interview was the offering of language classes to parents. The survey also showed that respondents felt this would be a beneficial service as well. Lastly, this interviewee discussed the need to have effective teachers. This is not something that can be overlooked because they will have a direct effect on student learning and will need to engage

frequently with families in order to fulfill the school engagement piece of a full service community school.

One theme that both interviews revealed was a need for the main office to have bilingual and welcoming staff. In both instances the interviewees discussed how this is usually the first impression a family gets of a school and can have a lasting impact on a family's perception of the school. Additionally, both acknowledged that employees in the main office will most likely have very frequent interactions and need to help families find the right people to contact. The interviews made an argument that the main office is a vital function in a school that cannot be overlooked.

The two key stakeholder interviews were beneficial in that they helped to support previous findings as well as add new information. The interviews revealed a need for the school, a need to have a strong school culture that uplifts and supports families, as well as have parents be partners in students' learning and not just the community. These insights emphasize the importance of designing a school model that is responsive to families' needs, fosters meaningful collaboration between educators and parents, and centers community voices in shaping a child's educational experience. Moving forward, these perspectives will be vital in guiding the development of a school that is inclusive, culturally affirming, and grounded in shared ownership.

Strengths and Limitations

Over the course of any research there are always strengths and limitations. While, usually publicly available data can limit the scope of data collected, in this case access to publicly available data was a strength. Other than limited information on after school or extended learning programs, nearly all other data was publicly available. Additionally the number of surveys that were given by the Collective's contractor helped to increase validity by having a sample size well over one hundred.

While the number of surveys is high there are still some limitations. For instance, there is always the potential for people to misinterpret the questions, which could result in answers that may not fully reflect people's actual opinions. Additionally in the process of translating the surveys from English to Spanish some of the multiple choice options were not on the translated version thus not allowing anyone who took the Spanish version to respond. One of the missing options in the Spanish version was on question fourteen where the option to choose child care was missing. Additionally, on the Spanish version for question 11 only gave the option to choose language acquisition courses and not ESL classes. However, for results purposes these options were combined under language acquisition courses as they can serve the same purpose as ESL courses. These translation errors only happened on some of the surveys and on the digital version so it was not all surveys, but it still skews the results.

In terms of strengths and limitations for the focus groups were that all of the focus group participants also took the survey. This allowed for the focus group to be a way to ask more in depth questions based on survey results. However, the fact that the participants were also ones who took the survey means that the same voices that were in the survey were the ones being elevated again. However, in the case of the key stakeholder interviews the two interviewees did not take the survey and thus it did offer a new perspective. But for both the focus group and interviews the largest limitation is the subjectivity in interpreting results.

Despite the aforementioned limitations this research can still provide recommendations that will be helpful in the development of DLC. Especially since the development of surveys, focus group and interview protocols were based on the archival data review which had the vast majority of data available. It also allowed for the fact that when the data that wasn't available it could be asked about in the other forms. In this case the use of the quantitative data to inform qualitative research methods has helped to paint an accurate picture of community assets and needs.

Key Findings and Recommendations

The goal of the assets and needs assessment is to help identify the services a full service community school should provide based on community input. In the case for De La Comunidad (DLC) the focus was on three communities: Cranston, Pawtucket, and Providence. There was also additional focus on the multilingual learner subgroup as DLC will not only be a full service community school, but a dual language school as well.

The initial data review, referred to as the archival data review, showed that three communities DLC will serve have a need for better educational opportunities, especially for multilingual learners. The educational need is not only referring to academics, but also families' feelings around school engagement. Through both the dual language and full service community model, DLC will not only improve academic outcomes for a vulnerable population through dual language, but also ensure families are partners in children's education through the full service community school model.

In addition to the educational needs this assessment focused on the other services families need help accessing. While healthcare coverage is high for children in Rhode Island the areas that need the most support are in mental health services, dental care, and immunizations as children enter middle school. Additional supports that would help the community would be a food pantry and adult courses that focus on language acquisition, financial planning, and GED classes. There was also a clear need for out of school opportunities for students. The community indicated that they would most like social and emotional learning programs, career exploration opportunities for students, and opportunities for tutoring. Finally, the surveys showed that the highest need in any community at this time is housing and given that DLC will aim to support the community in multiple areas they should consider what their role will look like in the area of housing. In

conclusion, DLC should focus on highest priority health needs outlined above as well as starting off by adopting some of the services that had the highest favorability. As DLC develops adjustments should be made based on feedback from the families within the school community. This may mean conducting another assets and needs assessment within the first few years of operation.

The overarching theme from the focus group and interview process is that there are vital services families do not have and these services need to be made easily accessible. When designing the full service part of DLC, ensuring that the services are easily accessible to all families will be the key to implementation. Research around staffing models has indicated that a specific way to do this is hiring someone to coordinate these services with families and help coordinate the partnerships between the school and community agencies.⁸⁰ This was also a suggestion that was mentioned in interviews and focus groups. While the services being provided in a full service community school will help to define it the ultimate challenge is in implementing those services effectively.

⁸⁰ Lubell, Ellen. *Building Community Schools: A Guide for Action*. The Children's Aid Society, 2011, https://www.nccs.org/wp-content/uploads/2021/10/NCCS_BuildingCommunitySchools.pdf.

The following survey will be broken up into two parts. The first part focuses on understanding community needs to help the Rhode Island Education Collective (Collective) build a full service community school. The second part will focus on the development of a Career and Technical Education (CTE) charter high school.

Part 1 - Please fill out the following questions in order to help the Collective to understand the services you would like provided to the children of your community through a full service community school.

Circle the role that best describes the perspective in which you are answering this survey. If you choose other please write in what role you see yourself having.

- ☐ Parent
- ☐ Care Taker
- ☐ Student
- ☐ Other: _____

Do you speak a language other than English at home? If so, what language?

- ☐ Yes: _____
- ☐ No

What is your Race/Ethnicity?

- ☐ Hispanic/Latino(a)
- ☐ Black/African American
- ☐ White
- ☐ Asian
- ☐ American Indian or Alaskan Native
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Two or More Races
- ☐ Other: _____

What zip code do you currently live in?

Do you currently feel as though it is easy to navigate the resources in your community, such as getting access to healthcare services or help with affordable housing?

- ☐ Yes
- ☐ No

Would your child qualify for, or do they currently receive, free or reduced price lunch?

- ☐ Yes
- ☐ No
- ☐ Unsure

Do you currently have access to before or after school programming?

- ☐ Yes (before school programming)
- ☐ Yes (after school programming)
- ☐ No

What type of enrichment programs would you like to see? Please check all that apply.

- ☐ Social and Emotional Programming
- ☐ Tutoring
- ☐ Homework Help
- ☐ STEAM (science, technology, engineering, arts, and math) programs
- ☐ Career Exploration through partnerships with local businesses
- ☐ Opportunities for students to engage with local Colleges and Universities
- ☐ Other: _____

Are medical services (including mental health services) easy to access in your local community?

- ☐ Yes
- ☐ No

What type of medical services would you like to see in schools? Please check all that apply.

- ☐ Vision
- ☐ Dental
- ☐ Primary Care
- ☐ Mental Health Services / Counseling
- ☐ Other: _____

What type of adult education programs do you think would be the most beneficial? Please check all that apply.

- ☐ GED Courses
- ☐ ESL Classes
- ☐ Language Acquisition Courses
- ☐ Cooking Classes
- ☐ Parenting Classes
- ☐ Technology Courses
- ☐ Financial Planning
- ☐ Other: _____

Have you used or taken advantage of a local food pantry or other no cost meal services in the past six months?

- ☐ Yes
- ☐ No

Would you find it helpful for a school to have a food pantry be a part of the school?

- ☐ Yes
- ☐ No

What do you see as the greatest areas of need in your community? Please rank them with 1 being the highest need and 7 being lowest need.

- ☐ Food Insecurity

- ☐ Affordable Healthcare

- ☐ Mental Health Services

- ☐ Education

- ☐ Community Recreation Services

- ☐ Access to Child Care

- ☐ Affordable Housing

Are there needs that you or your community has that are not included above? If so, what are they?

Part 2 - Please answer the following questions to help the Collective understand the community support and/or need for a Career and Technical Education (CTE) charter high school?

How important do you think it is for high school students to be exposed to different careers in high school? Please circle one.

- ☐ Very important
- ☐ Somewhat important
- ☐ Neutral
- ☐ Somewhat unimportant
- ☐ Not important

Do you think there are enough career exploration opportunities available to high school students?

- ☐ Yes
- ☐ No

Would you support the development of a charter high school that focuses on career pathways in pre-engineering, computer science, and health sciences?

- ☐ Yes
- ☐ No

Thank you for taking the time to complete this survey. If you have any questions about or want to be involved in the Collective's work around full service community schools please reach out to joshua@rieducationcollective.org or clarissa@rieducationcollective.org. Additionally, if you would like to attend events that involve the building of either of the aforementioned schools please write your name and email below.

Name:_____

Email:_____

Phone Number:_____

La siguiente encuesta se dividirá en dos partes. La primera se centra en comprender las necesidades de la comunidad para ayudar a la Colectiva Educativa de Rhode Island (La Colectiva) a construir una escuela comunitaria de servicio completo. La segunda parte se centrará en el desarrollo de una escuela preparatoria chárter de Educación Profesional y Técnica (CTE).

Parte 1 - Complete las siguientes preguntas para ayudar La Colectiva a comprender los servicios que le gustaría que se brinden a los niños de su comunidad a través de una escuela comunitaria de servicio completo.

Encierra en un círculo el rol que mejor describe la perspectiva desde la que respondes a esta encuesta. Si eliges "other" (otro,) escribe en qué rol te ves desempeñando.

- ☐ Padre
- ☐ Cuidador
- ☐ Estudiante
- ☐ Otro: _____

¿Hablas en casa un idioma distinto del inglés? Si es así, ¿qué idioma?

- ☐ Sí: _____
- ☐ No

¿Cual es su raza/etnia?

- ☐ Hispanic/Latino(a)
- ☐ Negro/Afroamericano
- ☐ Blanco
- ☐ Asiático
- ☐ Indio americano o nativo de Alaska
- ☐ Nativo hawaiano u otro isleño del Pacífico
- ☐ Dos o más razas
- ☐ Otro: _____

¿En qué código postal vives actualmente?

¿Actualmente siente que es fácil navegar por los recursos en su comunidad, cómo obtener acceso a servicios de atención médica o ayuda para obtener vivienda asequible?

- ☐ Sí
- ☐ No

¿Su hijo calificaría para recibir, o recibe actualmente, almuerzo gratuito o a precio reducido?

- ☐ Sí
- ☐ No
- ☐ Inseguro

¿Tiene actualmente acceso a programación antes o después de la escuela?

- ☐ Sí (programación previa a la escuela)
- ☐ Sí (programación después a la escuela)
- ☐ No

¿Qué tipo de programas de enriquecimiento le gustaría ver? Marque todas las opciones que correspondan.

- ☐ Programación social y emocional
- ☐ Tutoría
- ☐ Ayuda con las tareas
- ☐ Programas STEAM (ciencia, tecnología, ingeniería, artes y matemáticas)
- ☐ Exploración de carreras a través de asociaciones con empresas locales
- ☐ Oportunidades para que los estudiantes interactúen con colegios y universidades locales
- ☐ Otro: _____

¿Es fácil acceder a los servicios médicos (incluidos los servicios de salud mental) en su comunidad local?

- ☐ Sí
- ☐ No

¿Qué tipo de servicios médicos le gustaría ver en las escuelas? Marque todas las opciones que correspondan.

- ☐ Visión
- ☐ Dental
- ☐ Atención primaria
- ☐ Counseling - Servicios de salud mental / Asesoramiento
- ☐ Otro: _____

¿Qué tipo de programas de educación para adultos cree que serían los más beneficiosos? Marque todas las opciones que correspondan.

- ☐ Cursos de GED
- ☐ Cursos de adquisición de idiomas
- ☐ Clases de cocina
- ☐ Clases para padres
- ☐ Cursos de tecnología
- ☐ Planificación financiera
- ☐ Otro: _____

¿Ha utilizado o aprovechado una despensa de alimentos local u otros servicios de comidas gratuitos en los últimos seis meses?

- ☐ Sí
- ☐ No

¿Le resultaría útil que una escuela tuviera una despensa de alimentos como parte de la misma?

- ☐ Sí
- ☐ No

¿Cuál considera que es el área con mayor necesidad en su comunidad? Por favor, clasifíquelas, siendo 1 la mayor necesidad y 7 la menor.

- ☐ Escasez de Alimentos

- ☐ Atención médica asequible

- ☐ Servicios de salud mental

- ☐ Educación

- ☐ Servicios de recreación comunitaria

- ☐ Acceso al cuidado infantil

- ☐ Vivienda asequible

¿Tiene usted o su comunidad necesidades que no estén incluidas anteriormente? De ser así, ¿cuáles son?

Parte 2 - Responda las siguientes preguntas para ayudar La Colectiva a comprender el apoyo y/o la necesidad de la comunidad de una escuela secundaria autónoma profesional y técnica (CTE).

¿Qué tan importante crees que es para los estudiantes de preparatoria tener acceso a diferentes carreras profesionales? Marca una opción.

- ☐ Muy importante
- ☐ Algo importante
- ☐ Neutral
- ☐ Algo sin importancia
- ☐ No es importante

¿Crees que hay suficientes oportunidades de exploración profesional disponibles para los estudiantes de secundaria?

- ☐ Sí
- ☐ No

¿Apoyaría el desarrollo de una escuela secundaria autónoma que se centre en trayectorias profesionales en pre-ingeniería, informática y ciencias de la salud?

- ☐ Sí
- ☐ No

Gracias por dedicar su tiempo a completar esta encuesta. Si tiene alguna pregunta o desea participar en el trabajo de La Colectiva en torno a las escuelas comunitarias de servicio completo, contáctenos en joshua@rieducationcollective.org o clarissa@rieducationcollective.org. Además, si desea asistir a eventos relacionados con la

construcción de cualquiera de las escuelas mencionadas, escriba su nombre y correo electrónico a continuación.

Nombre: _____

Correo electrónico: _____

Número de teléfono: _____

Introduction

The Rhode Island Education Collective (Collective) is working to build a dual language, full service community school. In order to design an effective full service community school community input is essential. Without community input the school will not meet the needs of the students it is intended to serve. So the purpose of tonight is to collect feedback from community members to help inform the services that this school will offer. We got your names because most if not all of you are here tonight because you took our survey and provided us with contact information in order to continue the conversation. Tonight's focus group is intended to be that - a continued conversation around things that make a school successful, what services should schools provide, how do we meaningfully engage with the community, and ultimately how do we build a school that will help to develop the whole child. Thank you for agreeing to come tonight and be a part of this focus group. Your input is essential to the development of this school and we could not do this without you.

Research Question

1. What programs and operations would allow for strong school and community partnerships?

Confidentiality Statement for Focus Group Participants

Thank you for participating in today's focus group. This focus group is intended to provide insight into the strengths and challenges of the services provided by your community and school. We want to assure you that your privacy and the confidentiality of your responses are very important to us. All information shared during this session will be treated with strict confidentiality and used solely for research purposes. We will ensure your confidentiality in the following ways:

- Your responses will be anonymous, and no identifying information (such as your name,

contact details, or school) will be attached to any of the data collected.

- All notes, recordings, and transcripts from the focus group will be kept confidential. Only the staff at the Collective will have access to the data, and it will not be shared with anyone outside of the organization unless required by law.
- The information you provide will be used to analyze and improve our understanding of the subject matter. The findings will be reported in aggregate form, meaning no individual responses will be identified or linked to any specific person.
- Your participation in this focus group is voluntary, and you are free to withdraw at any time without penalty.
- We also ask that you, as participants, keep other focus group participants' information and responses confidential.

In order to move forward we will ask you to please take the survey below in zoom that outlines the aforementioned confidentiality agreement. ([Link](#))

Additionally, given our shared confidentiality agreement we would like to record this session for the sole purpose of transcription so that the Collective will be able to more accurately interpret the findings from this focus group.

We greatly appreciate your valuable input and assure you that all necessary steps will be taken to protect your privacy throughout this process.

Lastly, before we begin we wanted to state that, while we hope you feel comfortable answering our questions verbally please also know that you may pose questions or include additional comments in the chat box during our focus group. Are there any last questions or comments before we begin?

Questions

In this section the interview questions will be outlined for the focus group. While the Collective staff should try to follow the questions outlined below for the sake of research fidelity, this focus group will follow a semi-structured interview protocol thus allowing for staff to create questions as they arise.

1. If you are willing, we would like to start with some introductions. In your introduction would you please include your role in the community, such as parent, caretaker, leader, etc., what city you live in, and if you have a school age child what grade they are in?
2. What are some of the strengths of your child's school and/or the schools you work with or at?
3. What are some of the challenges you see in your child's school and/or the schools you work with or at?
4. What do you think schools could do to increase parent involvement?
5. Thinking about accessing community resources like healthcare or affordable housing, what are some ways that other agencies have made these resources accessible?
 - a. What are some of the barriers to accessing these resources?
6. When thinking about your community, what do you consider to be the greatest need that a full service community school could address?
7. Is there anything else that you would like to add that has not already been discussed tonight?

Introduction

Thank you for speaking with me today. This interview is intended to gather your insights and vision for De La Comunidad (DLC). The information you share will contribute to an assets and needs assessment. This assessment combines both quantitative and qualitative data, like this interview, to inform recommendations about the programs and services DLC should offer based on the community's needs. Lastly, the data gathered within this assessment not only helps to build the school, but make the case for why DLC should exist. Do you have any questions for me about this project before I move on?

Research Question

1. What programs and operations would allow for strong school and community partnerships?

Confidentiality Statement for Focus Group Participants

Thank you for participating in today's interview. This interview is intended to provide insight into the strengths and challenges of the services provided by your community and school. We want to assure you that your privacy and the confidentiality of your responses are very important to us. All information shared during this session will be treated with strict confidentiality and used solely for research purposes. We will ensure your confidentiality in the following ways:

- Your responses will be anonymous, and no identifying information (such as your name, contact details, or school) will be attached to any of the data collected.
- All notes, recordings, and transcripts from the focus group will be kept confidential. Only the staff at the Collective will have access to the data, and it will not be shared with anyone outside of the organization unless required by law.
- The information you provide will be used to analyze and improve our understanding of the

subject matter. The findings will be reported in aggregate form, meaning no individual responses will be identified or linked to any specific person.

- Your participation in this interview is voluntary, and you are free to withdraw at any time without penalty.
- We also ask that you, as participants, keep other focus group participants' information and responses confidential.

Given our commitment to confidentiality I would like to record this session for the sole purpose of transcription so that the Collective will be able to more accurately interpret the findings from this focus group.

We greatly appreciate your valuable input and assure you that all necessary steps will be taken to protect your privacy throughout this process. Are there any last questions or comments before we begin?

Questions

In this section the interview questions will be outlined for the focus group. While the Collective staff should try to follow the questions outlined below for the sake of research fidelity, this focus group will follow a semi-structured interview protocol thus allowing for staff to create questions as they arise.

1. What will be your role in DLC? What experiences led you to want to take on this role?
2. What are some ways that you think DLC could increase parent involvement?
3. What would you consider three essential services that DLC should incorporate in order to best serve community and parent needs?
4. What do you see as the most essential student support that DLC needs to incorporate?

Examples include consistent counseling sessions, healthy meals, etc.

5. When thinking about enrichment and extended learning opportunities, which ones would best serve students at DLC and make DLC unique? Examples of such opportunities might be high impact tutoring, sports, computer labs, etc.
6. DLC has reached full enrollment and the first kindergarten class is graduating. You are a well known school within the community and state. How do you hope neighbors, parents, students, etc. describe the school?
7. In your opinion, why is DLC essential to the community?
8. Is there anything else that you would like to add that has not already been discussed?

Appendix 08: Community Advisory Council



Community Advisory Council

Mission Statement

De La Comunidad Bilingual is a K-12 public charter school that prepares all learners to graduate biliterate and ready to lead in their communities and beyond through rigorous dual language education and a full-service community school model.

Community Advisory Council Members

Name	Affiliation
Kennedy Arias	President, Union Deportiva de Rhode Island
Danielle Barron	Parent
Marcy Reyes	CEO, FLY Initiative Board Member - RI Post-Secondary Council
Wilda Gutierrez	Executive Director, Esperanza/Hope
Julia Upton	Educator
Diana Capellan	Director, The International Teachers Project
Patricia Martinez	Community Leader
Janie Segui Rodriguez	Founder & CEO, Stop The Wait RI
Zackary Lyons	Attorney, Barton Gilman, LLP
Andrew MacMannis	Educator
Alexis Cellars	Educator
Clarissa Hernandez	Parent
Marisol Rivera	Educator
Jose Ramirez	Community Leader

Appendix 09: Evidence of Community Support

Community Angels

Phone: (401) 954-5811

www.CommunityAngelsRI.com



07-07-2025

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Re: Support for De La Comunidad Bilingual Charter Application

Dear Members of the Charter School Office,

On behalf of **Community Angels**, I am writing to offer our enthusiastic support for the charter application of **De La Comunidad Bilingual (DLC)**, a proposed K-12 public charter school grounded in dual-language instruction and embedded community-school support.

At Community Angels, we are committed to empowering families and youth in Providence through mentorship, academic enrichment, and holistic support. We believe DLC's vision—graduating biliterate leaders equipped to thrive in both English and Spanish—will significantly enhance educational equity and opportunity for our shared community.

Why DLC aligns with our mission:

Bridging opportunity gaps. DLC addresses the persistent disparities faced by multilingual learners, especially those from Spanish-speaking households, by combining rigorous dual-language education with comprehensive wraparound services.

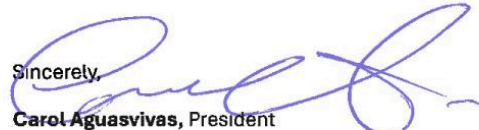
Strong community foundation. Their full-service community school model aligns seamlessly with our outreach efforts, including mentoring, afterschool programming, and family engagement.

Academic and civic excellence. A curriculum that blends high-quality bilingual instruction with project-based learning and the Seal of Biliteracy will prepare students to meaningfully participate in civic, educational, and vocational life.

Wellness and resilience. Through collaborative partnerships, DLC provides mental health, wellness, and social-emotional support that communities like ours have prioritized for years.

As DLC plans for a Fall 2027 launch, we stand ready to collaborate, offering volunteer mentors, family engagement support, after-school programming, and connection to our community partners. We believe DLC's work will strengthen Rhode Island's bilingual ecosystem while improving outcomes for students and families most in need.

Community Angels strongly endorses the De La Comunidad Bilingual charter application and urges the Rhode Island Department of Education to grant approval. Together, we can create brighter futures for our youth and build a more equitable, bilingual, and thriving Rhode Island.

Sincerely,


Carol Aguasvivas, President
Community Angels



Marcy Reyes
The FLY Initiative
225 Dyer Street, 2nd
Providence, RI 02903

July, 7 2025

To Whom It May Concern,

It is with great enthusiasm that I write this letter in strong support of *De La Comunidad Bilingual Public Charter School* as it moves forward with its charter application. I am honored to accept the invitation to serve as a Founding Member of the Community Advisory Board (CAB).

As the Founder and CEO of The FLY (Financial Literacy Youth) Initiative, I have long been committed to advancing educational equity, particularly for underserved and multilingual communities. The vision of *De La Comunidad*, to create a high-quality, bilingual, community-centered educational environment, is one that deeply aligns with my values and professional mission. This school will fill a critical gap in Rhode Island's public education system by empowering students to thrive academically while celebrating and preserving their linguistic and cultural heritage.

I look forward to contributing my experience in nonprofit leadership, education strategy, and community-based programming to support the successful launch and ongoing growth of this transformative school. I believe the school's bilingual and culturally responsive approach will serve as a model for others across the state and region.

Please accept this letter as a formal statement of my support for *De La Comunidad Bilingual Public Charter School* and my commitment to serving as a dedicated member of the Community Advisory Board.

With gratitude and shared purpose,

A handwritten signature in black ink, appearing to read 'Marcy Reyes', is written over a faint background illustration of a stack of books.

Marcy Reyes
Founder & CEO, FLY



Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

July 7, 2025

Re: Letter of Support for De La Comunidad Bilingual Charter Application

Dear Members of the RI Council on Elementary and Secondary Education,

On behalf of Providence (PVD) Promise, it is my privilege to submit this letter of strong support for the charter application for De La Comunidad Bilingual (DLC). PVD Promise is proud and deeply honored to serve as the sponsoring entity for this proposed K–12 dual language public charter school.

PVD Promise has worked alongside the Rhode Island Education Collective to bring this vision to life, actively participating in the school's design, the writing of the application, and the planning process that will guide DLC through a successful launch and long-term impact.

As an organization dedicated to building a culture of college and career readiness by helping Providence families plan, save, and prepare for higher education, we know firsthand how critical it is to expand high-quality, community-centered school options that reflect and respond to the strengths and needs of our multilingual and multicultural communities.

DLC's mission to prepare all students to graduate biliterate and ready to lead through a rigorous dual language program and a full-service community school model aligns seamlessly with our vision of equitable access to educational opportunity. We are proud to stand with the Rhode Island Education Collective, with whom we have partnered since its inception, to make this bold and urgent idea a reality.

We look forward to serving as an engaged, committed partner as DLC launches and grows into a great school that provides outstanding academics, wraparound supports, and a strong pathway to college and career for every student.

We urge the Rhode Island Department of Education to approve this charter application and join us in supporting this important step forward for Providence students and families.

Thank you for your consideration.

Sincerely,

Madalyn Ciampi
Executive Director, Providence Promise
mciampi@pvdpromise.org | (401) 572-2184

Two Regency Plaza Suite 12 • Providence, RI 02903 • t: (401) 383-3381 • www.pvdpromise.org



ESPERANZA-HOPE
NON-PROFIT ORGANIZATION 501 (C)(3)

July 8, 2025

Rhode Island Department of Education
Charter School Office
255 Westminster Street
Providence, RI 02903

Re: Letter of Support for De La Comunidad Bilingual Charter Application

Dear Members of the Charter School Office,

On behalf of **Esperanza Hope**, a 501(c)(3) non-profit committed to uplifting disadvantaged children and families in Rhode Island through education, wellness, and community support, I am proud to endorse the charter application for **De La Comunidad Bilingual (DLC)**.

Our organization serves over 500 low-income children and families annually—providing school supplies, clothing, meals, and hope to those most in need. DLC's mission to deliver bilingual, culturally sustaining education within a full-service community school model perfectly complements our work. By offering dual language instruction, wraparound wellness services, and family-centered supports, DLC will directly address the needs of children and families who rely on community-based resources to thrive.

We believe DLC's approach will elevate educational outcomes and community engagement for multilingual learners and economically disadvantaged families—many of the same families Esperanza Hope has supported through direct aid and mentorship. We are eager to partner in areas like back-to-school drives, family wellness workshops, and community events that enrich DLC's ecosystem.

Esperanza Hope strongly urges the Charter Office to approve this application, which promises to strengthen pathways to academic success, bilingualism, and holistic wellness for Rhode Island's students and families.

Thank you for your thoughtful consideration.

Warmly,

Wilda Gutierrez
President, Esperanza Hope

Mailing Address: 54 Netherlands Avenue, Cranston, RI 02905 • Phone: 401-536-2151
• E-mail: info@esperanzahopeus.org • Web site: www.esperanzahopeus.org



The International Teachers Project

235 Georgia Ave
Providence, RI 02905
07/08/2025

Rhode Island Department of Education – Charter School Office
255 Westminster Street
Providence, RI 02903

Re: Letter of Support for De La Comunidad Bilingual Charter School

Dear Members of the Charter School Office,

On behalf of The International Teachers Project, I am honored to offer our enthusiastic support for the charter application of De La Comunidad Bilingual (DLC). As an organization dedicated to bringing globally-minded, multilingual educators into Rhode Island schools, we believe DLC's vision aligns powerfully with our mission (theinternationalteachersproject.org, ride.ri.gov).

DLC's proposal to create the state's first K–12 dual-language charter school grounded in a full-service community school model is exactly the kind of innovation Rhode Island needs. Their commitment to rigorous bilingual instruction, the Seal of Biliteracy, project-based learning, and wraparound wellness services offers a holistic approach to education—one that prepares students not only academically, but also socially, emotionally, and culturally.

ITP partners with schools to support globally diverse, high-quality educators who bring unique perspectives, rich language skills, and multicultural competencies to the classroom. We see DLC as an ideal environment to host international educators who can further strengthen its two-way immersion program and enrich students' academic and cultural experience.

Furthermore, DLC's emphasis on serving multilingual and economically disadvantaged students resonates deeply with Rhode Island's current educational priorities. With MLL enrollment rising nearly 30% over the past five years, and a glaring shortage of dual-language offerings, DLC is poised to fill a critical gap (thelanguageflagship.org, ride.ri.gov).

We are eager to support DLC by helping recruit, onboard, and sustain culturally and linguistically diverse teachers who will model bilingual excellence and global citizenship.

In summary, DLC offers a transformative, research-backed model that aligns with both ITP's mission and Rhode Island's vision for equitable, bilingual education. We urge the Charter Office to approve this application and support the launch of this much-needed school.

Thank you for considering this important initiative.
Sincerely,

A handwritten signature in black ink, appearing to read 'Diana', with a long horizontal flourish extending to the right.

Diana Capellan, Director
The International Teachers Project
info@theinternationalteachersproject.org
235 Georgia Ave, Providence, RI 02905



07/09/2025

Rhode Island Department of Education – Charter School Office
255 Westminster Street
Providence, RI 02903

Dear Members of the Charter School Office,

On behalf of the Rhode Island Hispanic Chamber of Commerce, I am writing to express our strong support for the charter application for **De La Comunidad Bilingual**, a proposed K–12 public charter school that seeks to close critical opportunity gaps for Rhode Island’s growing multilingual and Latino communities.

Rhode Island has seen the highest growth in multilingual learner enrollment nationwide over the last decade, with the vast majority of these students coming from Spanish-speaking households. Yet, dual language programming and comprehensive wraparound support remain limited in our state, leaving too many students without the resources they need to succeed academically and thrive in our communities.

De La Comunidad Bilingual’s mission — to graduate all students biliterate and ready to lead — directly aligns with our Chamber’s commitment to advancing educational and economic opportunities for Rhode Island’s Hispanic and Latino population. The school’s rigorous dual language program and full-service community school model will help address persistent gaps in graduation rates, absenteeism, and college and career readiness among multilingual learners and students from economically disadvantaged backgrounds.

We are especially encouraged by DLC Bilingual’s commitment to project-based learning, the Seal of Biliteracy, and partnerships that connect academics with real-world opportunities. These elements will prepare students to become the next generation of bilingual leaders, entrepreneurs, and engaged citizens, strengthening Rhode Island’s workforce and economy for years to come.

The Chamber proudly supports innovative efforts like DLC Bilingual that uplift and invest in our community’s children and families. We urge the Rhode Island Department of Education to approve this application and help ensure that more students in our state have equitable access to a high-quality, culturally and linguistically sustaining education.

Thank you for your thoughtful consideration.

Sincerely,

Oscar Mejias

President & CEO

Rhode Island Hispanic Chamber of Commerce

(401) 400-1340 Cell: (407) 435-5845



401-787-3389



janie@stopthewaitri.org



1290 Westminister St, Unit 100,
Providence RI 02909



July 8, 2025

Rhode Island Department of Education – Charter School Office
255 Westminister Street
Providence, RI 02903

Dear Members of the Charter School Office,

On behalf of Stop the Wait RI, I am writing to voice our strong support for the charter application of De La Comunidad Bilingual (DLC). As a statewide advocacy organization focused on amplifying parent voices, building community power, and expanding equitable school choices, we believe DLC is exactly the kind of solution our state needs.

DLC's dual-language K-12 program, anchored in a full-service community school model, directly addresses the lack of accessible, culturally sustaining educational options for multilingual and Spanish-speaking families. By preparing students who are biliterate in English and Spanish and offering wraparound academic and wellness supports, DLC aligns with our mission to remove barriers and improve outcomes for Rhode Island students.

With national evidence supporting dual-language programs and community models, DLC's approach promises to close persistent opportunity and achievement gaps—especially for multilingual learners and low-income families who too often remain “trapped in broken schools” or stuck on charter waitlists.

Stop the Wait RI stands ready to support DLC's launch and sustained impact through parent advocacy training, engagement in family-centered decision-making, and public awareness efforts. We urge the Charter Office to approve this application and move forward with a school that will uplift learners and strengthen our communities across the state.

Thank you for your thoughtful review and for considering this game-changing opportunity.

Sincerely,

Janie Segui Rodriguez

Founder & CEO

Stop The Wait RI's mission is to, Amplify parent voices, build community power, and successfully advocate for the conditions that will create the best educational landscape for our children.



July 8, 2025

Rhode Island Department of Education
Charter School Office
255 Westminster Street
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education,

The Rhode Island Education Collective (the Collective) is proud to submit this letter of support for De La Comunidad Bilingual charter school application. This is an aspirational, inspirational, community-driven project that will serve as a model for students and dual language programming across Rhode Island.

This application is not the idea or creation of any single person, group, or organization. It is a powerful realization of a shared community vision made possible through deep, collaborative work that brings together the hopes, voices, and commitment of mothers, families, educators, community leaders, youth advocates, and local service providers. The Collective is honored to have served as the technical assistance and planning backbone for this extraordinary effort

De La Comunidad Bilingual (DLC) is fully aligned with Commissioner Infante-Green's commitment to expanding dual language opportunities in our state, as well as the Rhode Island Department of Education's (RIDE) [Blueprint for Multilingual Learners' \(MLL\) Success](#). By launching the state's first K-12 public dual language charter school built on a full-service community school model, this proposal directly addresses the Blueprint's vision to ensure that multilingual learners and their families have equitable access to high-quality, linguistically and culturally sustaining instruction, programs, and pathways.

This proposal is an expression of what the community believes is possible for our students and families — and what we know they deserve. While the Collective recognizes the ambition behind this application, we firmly believe that with an inclusive, full-team approach, we can create a school that is not only achievable but also exceptional, and a model for other communities across Rhode Island.

The planning for DLC has been rooted in authentic community voice. The Collective assembled a diverse, experienced applicant team by reaching into education, youth development, community service organizations, and directly to families and students. Through community focus groups, listening sessions, and a team of canvassers, we surveyed and engaged more than 300 families,



educators, and community members to ensure that DLC's design truly responds to what our communities want and need.

The founding Board of Directors reflects this same commitment to representation and excellence. Co-chaired by Carol Aguasvivas, a dynamic bilingual leader and the force behind Community Angels, whose background includes deep political organizing experience, strategic planning expertise, and a proven track record of leading initiatives across both government and private sectors and Victor Capellán, a seasoned community leader with a long-standing career in educational leadership and public service. The Board brings deep roots in local communities and decades of leadership, with several other skilled and dedicated members joining to ensure broad, diverse stakeholder representation, and seats remain open to welcome more voices with different skills and talents.

Alongside the Board, an extensive and growing Community Advisory Council brings together stakeholders from multiple sectors who are fully committed to the school's creation, launch, and long-term success.

The applicant team's (the team) design sessions have been lively, collaborative, and rigorous, focused on researching, creating, ideating, and adapting the best practices that make dual language schools thrive. To guide this work, they partnered with [The Canizales Group](#), a nationally recognized leader in dual language program development. The Canizales Group team includes an award-winning, founding principal of Oyster-Adams Bilingual School and an equity-driven principal with deep experience in disrupting systemic racism through community co-creation and liberatory design. Their expertise in authentic community engagement, coalition building, and linguistic liberation has anchored our process in real-world success and best-in-class strategies for driving excellent outcomes for multilingual learners.

Together, the team visited multiple high-performing dual language schools in Washington, DC and Boston to learn firsthand from dual language schools that are excelling academically while honoring students' languages and cultures. These experiences and insights have shaped DLC's model into one grounded in research, proven practice, and a bold commitment to bilingual excellence.

The team grounded the plan in proven national research and local data, including a presentation with Rhode Island KIDS COUNT to highlight the urgent needs and opportunities for children, and specifically multilingual learners across our state. They reviewed the data presented by the RI Department of Education, along with the successes and challenges facing our schools and focused specifically on the needs in Providence, Cranston, and Pawtucket due to their large number of multilingual learners and proximity to each other.



The school's sponsoring entity, [Providence Promise](#), is a perfect fit for this vision, with a mission to promote college readiness and support families through bilingual services and savings pathways. The Collective is fortunate to work alongside such dedicated partners, who have played an integral role in shaping the design and content from the outset of this project.

To ensure strong leadership from day one, DLC hired Mr. Joshua Laplante, an experienced and successful Superintendent, to serve part-time for the first two years as we scale thoughtfully. Mr. Jose Valerio, a veteran dual language educator with deep knowledge of bilingual programs in Providence and Central Falls, has been contracted as the Founding Principal.

The Collective is proud to have funded the design and planning process, providing technical assistance, philanthropic support, and resources to carry this vision forward. We are also prepared to provide additional support and funding for DLC to take a planning year, to expand community outreach, grow partnerships, and build the best possible school for our children.

We are excited that DLC has identified a promising initial facility to incubate for its first two years (2027–2028 and 2028–2029) and will use this runway to secure a permanent site for 2029–2030.

In every aspect, De La Comunidad Bilingual represents what is possible when communities come together around a bold, shared vision. This school will open doors for multilingual learners, strengthen families, honor students' cultural and linguistic heritage, and deliver high-quality dual language education that aligns with RIDE's Blueprint for MLL Success and the Commissioner's unwavering commitment to this work.

Thank you for your thoughtful review and for your partnership in making this bold vision a reality for Rhode Island's children and families.

With respect and gratitude,

Dr. Jose R. Polanco, Board Chair
Rhode Island Education Collective

C: Angelica Infante-Green, Commissioner



Cape Verdean Museum

617 Prospect Street
Pawtucket, RI 02860
July 8, 2025

Rhode Island Department of Education – Charter School Office
255 Westminster Street
Providence, RI 02903

Re: Letter of Support for De La Comunidad Bilingual Charter School

Dear Members of the Charter School Office,

On behalf of the **Cape Verdean Museum**, the only Rhode Island institution solely dedicated to preserving and celebrating Cape Verdean history and culture for local families and students (capeverdeanmuseum.org), I am honored to offer our strong endorsement of the charter application for **De La Comunidad Bilingual (DLC)**.

Rhode Island per-capita is home to the largest Cape Verdean population of any other state in American. Providence and Pawtucket is where they are mostly concentrated—many of whom are multilingual learners enriched by Creole, Portuguese, and English. DLC’s commitment to rigorous dual-language instruction and cultural affirmation deeply resonates with our mission.

DLC’s full-service community school model will:

- Create inclusive educational spaces where Cape Verdean and Latino families can see their languages and identities valued.
- Support students academically through biliteracy in Spanish and English, while reinforcing their self-esteem and cultural roots—leading to improved attendance, engagement, and performance.
- Lead to broader bilingual and culturally sustaining education across RI, closing opportunity gaps and strengthening community ties.

As a museum that partners with schools, volunteers in classrooms, and offers cultural programming for families, we stand ready to collaborate with DLC—through museum visits, classroom exchanges, and cultural celebrations—to bolster a shared vision of equity, belonging, and success. We wholeheartedly urge the Rhode Island Charter Office to support De La Comunidad Bilingual’s application. Approving this initiative honors our shared dedication to multilingual learners, immigrant families, and the potential of Rhode Island’s richly diverse students. Thank you for considering this impactful opportunity.

Warm regards,

Joe Da Moura, Executive Director

Cape Verdean Museum

info@capeverdeanmuseum.org | (401) 228-7292

Mailing: 617 Prospect St. Pawtucket, RI 02860 Phone/Fax (401) 228-7292 www.capeverdeanmuseum.org



July 8th, 2025

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Angelica Infante-Green,

As a national partner in the field of bilingual education, [The Canizales Group](#) is proud to express our full support for *De La Comunidad* in its mission to launch and thrive as the first two-way dual language Spanish immersion K–12 public charter school in Providence.

At The Canizales Group, we are the product of public schools, bilingual education, college access programs, and the resilience of immigrant communities. We believe deeply in the vision and values of *De La Comunidad*, which seeks to uplift and empower emergent bilinguals and heritage speakers, while providing language learning opportunities for all students. Their mission aligns closely with our belief that every student deserves access to linguistic liberation and the opportunity to build and celebrate their socio-cultural capital.

We are particularly aligned with *De La Comunidad's* commitment to embracing all levels of bilingualism, recognizing translanguaging as a marker of intelligence, and implementing an asset-based, research-driven educational model. Their inclusive approach ensures all students—regardless of background—can achieve high levels of academic proficiency in at least two languages.

Two-way dual language immersion should be accessible to all learners. *De La Comunidad's* mission to deliver a culturally rich, academically rigorous, and globally minded learning experience will cultivate bilingual, biliterate, high-achieving changemakers who are grounded in joy and community. This full-service school model holds great promise for the students and families of Providence.

We recognize the courage and equity-centered vision it takes to bring such a model to an underserved community. Knowing the depth of planning, design, and systems development required, we are committed to partnering with *De La Comunidad* to ensure its program is firmly rooted in the best practices and foundational pillars of dual language education. As national leaders in high-performing dual language schools and professional development partners to districts across the country, we bring expertise in policy, practice, and implementation to support this transformative initiative.

De La Comunidad holds the vision, mission, and heart to engage families, educators and communities as co-creators in the educational process. We are prepared to walk alongside them to ensure this school not only opens but flourishes-serving as a beacon for bilingual education in Providence and beyond.

In partnership,

Mayra Cruz & Yanira Wandera
Founding Partners, The Canizales Group

Appendix 10: Course of Study

De la Comunidad Bilingual: Draft Course of Study (K–12)

DLC is a K–12 dual-language full-service community charter school with plans to open in Fall 2027. This course of study is a working draft and reflects DLC's current planning for curricular design, subject offerings, and language allocation across grade bands. As part of the school's instructional launch plan, a robust curriculum adoption process will take place between 2025–2027. This includes five phases: local visioning, research, investigation of materials, selection, and one full year of implementation planning and professional development prior to launch.

Curriculum decisions will be finalized through an inclusive process and guided by DLC's educational principles and language allocation model. Across all grades, DLC students engage in bilingual, standards-aligned coursework in ELA Humanities, SLA Humanities, Math, Science and Social Studies. In grades K-8 Social Studies is incorporated into ELA and SLA humanities courses, reinforcing the school's interdisciplinary approach and project based learning (PBL) focus. Specials, electives, and interdisciplinary PBL are integrated into the instructional program, along with character education and social-emotional learning. The language of instruction is designated by the language allocation plan and reflected below.

Kindergarten Course of Study (90/10 Language Allocation)

Subject	Language of Instruction	Description
Math	Spanish	Builds foundational numeracy and problem-solving through concrete, pictorial, and abstract tasks.
Literacy	Spanish	Early literacy is supported through read-alouds, thematic units, and language-rich routines.
Spanish Reading Foundations	Spanish	Emphasizes phonemic awareness and decoding using research-based Spanish literacy resources.
Spanish Humanities Read-Alouds	Spanish	Introduces social studies themes through culturally relevant storytelling and discussions.
Science	Spanish	Explores life, earth, and physical science topics using hands-on, inquiry-based learning.
Library, Art	English	Provides early exposure to English through specials and fosters creativity and imagination.
PE, Music	Spanish	Supports motor skills, wellness, and cultural expression through movement and rhythm.

Kindergarten emphasizes immersion in Spanish, with English instruction limited to select specials. All core content is delivered in Spanish to establish a strong linguistic and academic foundation in the partner language.

Grade 1: Course of Study (80/20 Language Allocation)

Subject	Language of Instruction	Notes
Math	Spanish	Focuses on operations, number sense, and problem-solving through contextualized instruction.
Literacy	Spanish	Builds fluency, vocabulary, and comprehension through thematic units and connected writing.
Spanish Reading Foundations	Spanish	Continues development of decoding and encoding with a structured phonics scope and sequence.
Spanish Humanities Read-Alouds	Spanish	Deepens understanding of identity, community, and social studies through literature.
Science	Spanish	Promotes curiosity and observation through experiments and real-world phenomena.
Phonics (English Non-Transferable Skills)	English	Targets English phonics elements not present in Spanish (e.g., digraphs, schwa, long vowels).
Library, Art	English	Expands receptive English language exposure through engaging activities and storytelling.
PE, Music	Spanish	Continues cultural learning and physical development with Spanish language reinforcement.

First grade strengthens Spanish literacy while beginning targeted English instruction in phonics and specials. Social studies remains integrated in humanities instruction.

Grades 2-5 (50/50 Language Allocation)

Subject	Language of Instruction	Notes
English Humanities	English	Integrates ELA and social studies; includes thematic units aligned to Common Core and culturally responsive texts.
Spanish Humanities	Spanish	Mirrors English humanities in Spanish, using the Bilingual Unit Framework (BUF) to develop biliteracy and content knowledge.
Bilingual STEM (Math & Science)	English & Spanish (Alternating weekly)	Math and science instruction alternate between languages weekly with co-planning between partner teachers.

Library, Art	English	Supports informational text comprehension and creativity; uses English to build academic vocabulary.
PE, Music	Spanish	Reinforces community values and expression; fosters physical health and cultural connection in Spanish.

All instruction is designed with universal access in mind, ensuring that differently-abled students are fully included in the general education setting. DLC's course of study incorporates co-teaching, differentiated instruction, and scaffolds aligned to students' IEPs, with an emphasis on bilingual special education strategies that affirm both linguistic and learning diversity.

Grades 2–5 mark the transition into a balanced 50/50 language allocation model, in which students receive instruction in both English and Spanish daily. This model is designed to develop biliteracy, biculturalism, and grade-level academic achievement through strategically paired instruction in literacy and content areas.

The Humanities block is delivered as a paired bilingual literacy model using Escamilla's Bilingual Unit Framework (BUF). In this approach, students engage in thematically aligned ELA and SLA instruction, with shared social studies content delivered through parallel texts, writing tasks, and discussion protocols across both languages. This ensures students build cross-linguistic metacognition and deep content knowledge while progressing in both English and Spanish literacy.

In STEM, math and science instruction alternates languages weekly between partner teachers in a bilingual co-teaching model. For example, a unit on weather might be introduced in Spanish and deepened in English, allowing students to revisit key concepts across languages and make linguistic and cognitive connections.

Throughout the year, students complete interdisciplinary, bilingual PBL units that synthesize learning across subject areas and emphasize collaboration, community engagement, and real-world problem-solving. These projects are assessed using a dual rubric—one focused on academic content standards, and another on bilingual language development.

Curricular decisions in Grades 2–5 are aligned to:

- Common Core State Standards (ELA & Math)
- Next Generation Science Standards
- Rhode Island Social Studies GSEs
- WIDA Standards for multilingual learners

Instruction is supported by a combination of high-quality instructional materials and teacher-developed bilingual frameworks, ensuring that content is culturally responsive, standards-aligned, and linguistically accessible.

Middle School 6-8 (50/50 Language Allocations)

Grade	Language of Instruction: English	Language of Instruction: Spanish
6	Humanities	Humanidades
	Science	Matemáticas 6
7	Humanities	Humanidades
	Math (Pre-Algebra)	Ciencia
8	Humanities	Humanidades
	Science	Matemáticas (Álgebra)
6–8	PE, Music	Library, Art

Grades 6–8 Course Descriptions

Humanities / Humanidades (English & Spanish)

Students engage in bilingual Humanities courses that integrate English Language Arts (ELA), Spanish Language Arts (SLA), and social studies through a paired literacy model. This bilingual unit framework (BUF) is informed by Escamilla’s model and designed to advance reading, writing, speaking, and listening across both languages. Students examine themes of identity, justice, and global citizenship through culturally responsive texts, primary sources, and inquiry-based learning experiences.

Through interdisciplinary projects, students explore historical and contemporary issues in Rhode Island and beyond, strengthening both biliteracy and critical thinking. Instruction is aligned to the Common Core State Standards (CCSS) for ELA and Rhode Island Grade Span Expectations for social studies, while meeting WIDA standards for multilingual learners.

Each semester, students complete a bilingual capstone project that requires cross-linguistic collaboration and showcases their understanding of key content and language objectives. Projects are evaluated using DLC’s PBL rubric, emphasizing academic mastery, collaboration, craftsmanship, language development, and community impact.

Matemáticas / Math (Spanish & English)

DLC’s middle school math program is delivered bilingually, alternating languages by course and unit to support conceptual understanding and vocabulary development in both English and Spanish. Courses include Math 6, Pre-Algebra (Grade 7), and Algebra I (Grade 8) and follow a spiraled, standards-based approach grounded in the Common Core State Standards for Mathematics.

Instruction emphasizes real-world applications, mathematical discourse, and problem-solving. Students use visual models, technology, and collaborative protocols to explore mathematical patterns and build numeracy. Lessons are culturally and linguistically responsive, with embedded scaffolds to ensure access for all learners.

Project-based learning units integrate math with science or humanities (e.g., designing a budget for a community garden or modeling population growth), reinforcing interdisciplinary thinking and relevance.

Ciencia / Science (Spanish & English)

Middle school science is taught bilingually using an inquiry-based approach that follows the Next Generation Science Standards (NGSS). Students investigate scientific phenomena through collaborative labs, engineering challenges, and community-centered projects.

Courses rotate the language of instruction to ensure students build scientific literacy in both English and Spanish. Key units include Earth Systems, Life Science, and Physical Science, all framed around real-world issues and aligned with state environmental and health education standards.

PBL units anchor each semester, such as developing a sustainable urban plan or studying environmental impacts in local communities. These projects integrate science, math, and literacy skills while fostering teamwork and multilingual communication. Supports for multilingual learners are embedded through visuals, structured discourse, and explicit vocabulary instruction aligned to WIDA standards.

Art, Music, Library, and Physical Education

All students in Grades 6–8 participate in specials that are aligned with Rhode Island Arts and Physical Education Frameworks and the AASL Library Standards. These courses also uphold DLC’s bilingual vision, with instruction alternating languages based on the language allocation plan and teacher expertise.

- **Art and Music:** Promote self-expression, cultural awareness, and creativity, with units rooted in Latinx, African Diaspora, and Indigenous artistic traditions.
- **Library & Media:** Emphasize digital citizenship, research skills, and biliterate information literacy. DLC integrates technology as a tool for multilingual communication, research, creativity, and collaboration. Digital tools support project-based learning and language development across content areas, with explicit instruction in digital literacy, media analysis, and ethical online engagement. Beginning in middle school, DLC introduces students to foundational computer science and digital literacy through integrated PBL units and media studies.
- **PE & Health:** Foster holistic wellness, teamwork, and identity development, incorporating SEL principles.

High School (9-12 Language Allocation 50/50)

Grade	English	Spanish Track (K–8 DL Students)	Spanish Track (Late Entry Heritage Speakers)*	Math	Science	Social Studies
9	English 9	AP Spanish Language	Spanish for Heritage Speakers 1	Geometry <i>Taught in English</i>	Biology <i>Taught in Spanish</i>	World History I <i>Taught in English</i>
10	English 10	AP Spanish Literature	Spanish for Heritage Speakers 2	Algebra II / Trigonometry <i>Taught in Spanish</i>	Chemistry <i>Taught in English</i>	World History II <i>Taught in Spanish</i>
11	AP English Language	Spanish 4 / Interpretation & Translation	Spanish 4	Pre-Calculus <i>Taught in English</i>	AP Physics <i>Taught in Spanish</i>	AP US History <i>Taught in English</i>
12	AP English Literature	AP Spanish Lang / Interpretation & Translation	Spanish 5	AP Calculus AB / AP Statistics <i>Taught in Spanish</i>	AP Environmental Science <i>Taught in English</i>	US Civics <i>Taught in Spanish</i>

*DLC has outlined an alternative course path to meet the needs of Heritage Speakers who start at the school in later grades and may not have as much experience in language classes.

Course Descriptions**English Language Arts (ELA)****English 9 & 10**

These foundational courses develop students' skills in reading, writing, speaking, and listening aligned with the Rhode Island Core Standards for ELA/Literacy. Students analyze diverse texts representing a range of cultural and historical perspectives, deepening their understanding of identity, equity, and social justice. Writing tasks include narrative, analytical, and argumentative pieces that affirm students' voices and lived experiences.

AP English Language & Composition (Grade 11)

This course engages students in rhetorical analysis and evidence-based writing grounded in real-world topics and culturally relevant texts. Students learn to critique media, arguments, and language with a focus on voice,

perspective, and power. The course aligns with CCSS and prepares students for post-secondary discourse while affirming their cultural identities.

AP English Literature & Composition (Grade 12)

Through the study of literature from diverse cultures, authors, and time periods, students explore universal themes and nuanced representations of race, culture, gender, and identity. The course fosters advanced literary analysis and interpretation while maintaining alignment with the Rhode Island Core Standards and AP expectations.

Spanish Language Arts (SLA)

Spanish for Native Speakers 1 & 2 (Grades 9 & 10)

These courses build on students' existing language skills, using culturally sustaining pedagogy to affirm and expand Spanish literacy through texts rooted in the Latinx diaspora and global Spanish-speaking communities. Students develop academic vocabulary, grammar, and critical analysis skills through identity-based reading and writing tasks.

Spanish 4 / Interpretation & Translation Certificate (Grade 11)

Students deepen their Spanish language fluency through literature, current events, and thematic units emphasizing cross-cultural communication. The course introduces interpretation and translation as culturally grounded practices, preparing students to serve multilingual communities and to earn the Seal of Biliteracy.

AP Spanish Language / Interpretation & Translation Certificate (Grade 12)

This course blends rigorous AP exam preparation with culturally responsive content, helping students refine academic Spanish and apply it in real-world contexts. Students explore themes of culture, identity, and social justice while preparing for careers and civic engagement in multilingual settings.

Mathematics

Geometry (Grade 9)

Students explore geometric relationships through projects and real-world problem-solving that reflect their communities. Culturally relevant applications (e.g., architecture across civilizations) are integrated alongside the CCSS-aligned content to promote deeper engagement and representation.

Algebra II / Trigonometry (Grade 10)

This course continues the study of algebraic reasoning and introduces trigonometric functions. Students apply mathematical models to community issues and data that reflect the real-world experiences of multilingual and diverse learners.

Pre-Calculus (Grade 11)

Students explore functions, complex numbers, and sequences through interdisciplinary projects that connect mathematics to social impact, cultural design, and future careers. The course supports AP readiness and mathematical identity development.

AP Calculus AB / AP Statistics (Grade 12)

Students engage in advanced problem-solving, modeling, and data analysis. AP Statistics emphasizes culturally responsive data sets and ethical data interpretation, while AP Calculus builds students' confidence in higher-level math grounded in real-world applications.

Science

Biology (Grade 9)

Students study cellular biology, genetics, ecosystems, and evolution through inquiry-based labs and case studies that connect science to health and environmental justice issues relevant to their communities. The course aligns with NGSS and the Rhode Island NGSA assessment.

Chemistry (Grade 10)

Students investigate chemical properties, reactions, and matter, applying knowledge to topics like environmental chemistry and sustainable practices. Labs integrate hands-on, collaborative learning that values multilingual perspectives and aligns with NGSS.

Physics (Grade 11)

Students explore motion, force, and energy, applying physics to engineering and real-world contexts such as public transportation and energy equity. The course prepares students for the AP exam and supports culturally inclusive STEM pathways.

AP Environmental Science (Grade 12)

Rooted in environmental justice, this course explores ecosystems, sustainability, and human-environment interactions. Students investigate local and global environmental issues, advocating for solutions that reflect their cultural values and community needs.

Social Studies

World History I & II (Grades 9 & 10)

These courses center historically marginalized voices and global movements for justice. Students analyze events through primary sources and perspectives from around the world, supporting critical thinking and alignment with Rhode Island Social Studies Grade Span Expectations.

U.S. History (Grade 11)

Students explore U.S. history with an emphasis on civil rights, immigration, indigenous sovereignty, and policy impacts on diverse populations. The course prepares students for the AP exam while ensuring they engage deeply with multiple narratives and systems of power.

U.S. Civics (Grade 12)

This course fulfills the RIDE civics requirement by empowering students to engage with democratic processes and policy advocacy. Students explore civic identity, voting rights, and systemic inequities while completing a community-connected civics project.

Electives

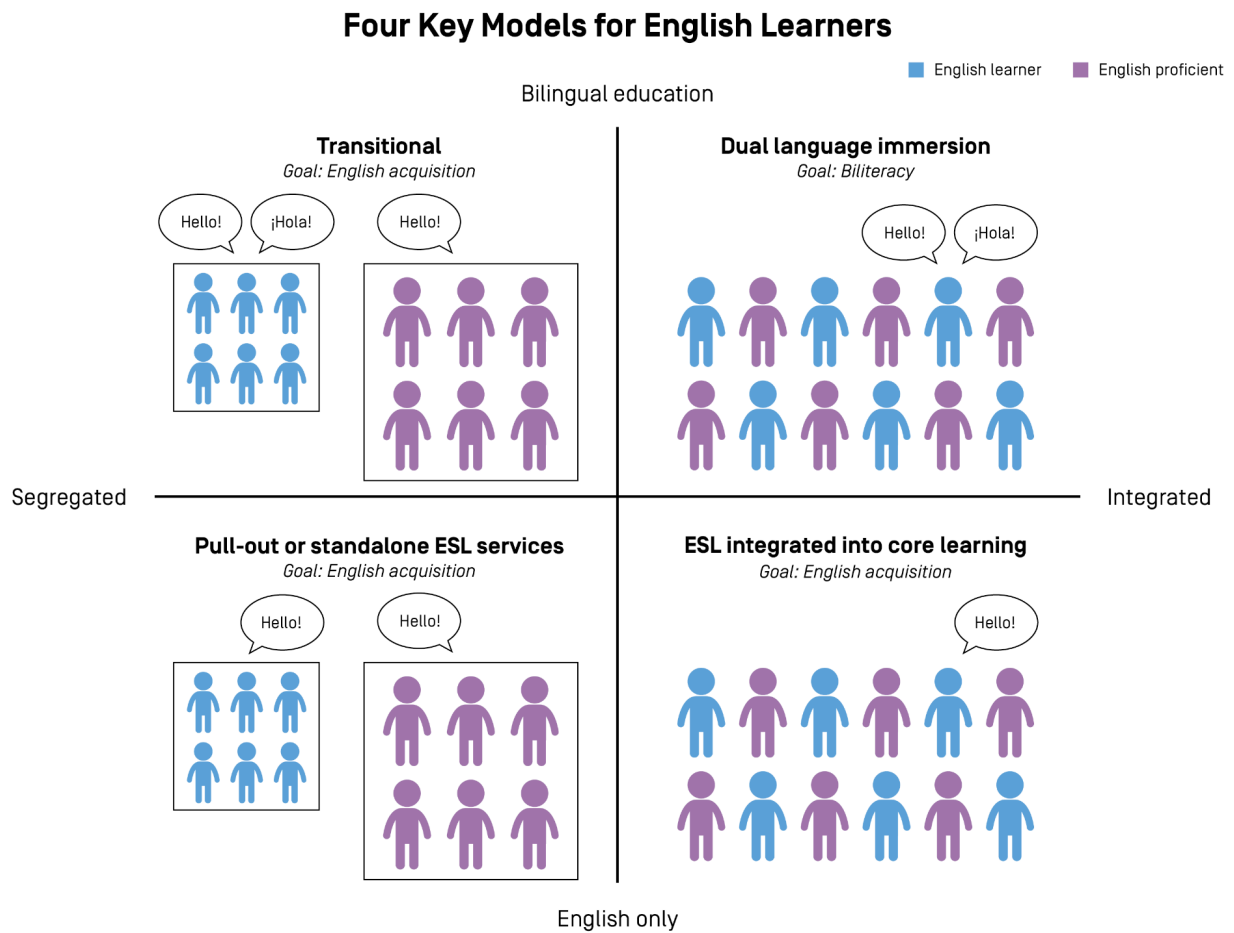
Physical Education (PE)

Students participate in fitness, sports, and wellness activities that affirm physical health as culturally influenced and community-based. PE supports RIDE's Physical Education Framework and promotes equity in access to lifelong wellness habits.

Creative and Technical Electives (e.g., Choir, Band, Photography, Computer Science)

Electives reflect students' identities and interests, encouraging creativity, problem-solving, and digital fluency. These offerings will be finalized with student input and reflect culturally responsive arts and technology instruction aligned to RI standards. To meet Rhode Island's graduation requirement in computer science, DLC students will complete at least one course aligned to the state's Computer Science standards. Options may include introductory computer science, coding, or digital media courses that integrate computational thinking, digital problem-solving, and culturally responsive tech applications. These offerings are designed to equip students with the technical fluency and digital citizenship skills needed for postsecondary success.

Appendix 11: Four Key Models for English Learners



Appendix 12: Language Allocation Plan

The following tables outline the Language Allocation Plan for K-12, this articulation ensures that throughout a students K-12 journey, they have access to subject areas across languages.

Kindergarten (90/10): All Math Literacy, Science and Social Studies are in Spanish	
Language of Instruction: English (10%)	Language of Instruction: Spanish (90%)
Library Art	Math Literacy <ul style="list-style-type: none"> Spanish Reading Foundations Spanish Humanities Read Aloud Units Science PE Music
1st Grade (80/20): All math, literacy, science and social studies are taught in Spanish	
Language of Instruction: English (20%)	Language of Instruction: Spanish (80%)
Library Art Phonics: non-transferrable skills focus	Math Literacy <ul style="list-style-type: none"> Spanish Reading Foundations Spanish Humanities Read Aloud Units Science PE Music
2nd -5th Grade (50/50) All math, literacy and science and social studies are taught in both Spanish and English	
Language of Instruction: English (50%)	Language of Instruction: Spanish (50%)
Library Art English Humanities daily: <ul style="list-style-type: none"> Note: This bilingual unit framework (BUF) will also encompass aligned social studies standards through a "paired literacy" humanities approach (Escamilla, 2010). Bilingual STEM <ul style="list-style-type: none"> Math and Science alternates by week with partner teacher 	PE Music Spanish Humanities daily: <ul style="list-style-type: none"> Note: This bilingual unit framework (BUF) will also encompass aligned social studies standards through a "paired literacy" humanities approach (Escamilla, 2010). Bilingual STEM <ul style="list-style-type: none"> Math and Science Alternates by week with partner teacher

Middle School Language Allocation Plan

Grade	Language of Instruction: English	Language of Instruction: Spanish
6	Humanities Science	Humanidades Matematicas 6
7	Humanities	Humanidades

	Math (Pre-Algebra)	Ciencia
8	Humanities Science	Humanidades Matematicas (Algebra)
6-8	PE Music	Library Art

High School Outline of Studies Aligned with Language Allocation Plan

Blue = English instruction

Green = Spanish instruction

Grade	English	Spanish Track for K-8 DL Students	Spanish Track for Late Entry Heritage Speakers	Math	Science	Social Studies
9 Eng /2 Sp/3	English 9	AP Spanish Lang	Spanish for Native Speakers 1	Geometry	Biology	World History 1
10 Eng /2 Sp/3	English 10	AP Spanish Lit	Spanish for Native Speakers 2	Algebra 2 / Trigonometry	Chemistry	World History 2
11 Eng /3 Sp/2	AP English Lang	Interpretation & Translation Certificate Course*	Spanish 4	Pre-Calculus	AP Physics	AP US History
12** Eng /3 Sp/2	AP English Lit	Interpretation & Translation Certificate Course*	AP Spanish Lang	AP Calculus A AP Statistic	AP Environmental Science	US Civics
Core course work: 10 courses in Spanish & 10 courses in English						
Electives***						
Spanish Instruction			English Instruction			
<ul style="list-style-type: none"> • PE • Choir • Photography 			<ul style="list-style-type: none"> • Band • Coding 			

*Taught through an accredited partner or community college/university dual-enrollment opportunity

** In 12th grade, more courses are taught in English to align with the language used in AP exams, ensuring students are prepared for the test format and content.

*** The electives listed above represent a sample of potential offerings. During the planning year, the founding team will consult with prospective high school students to better understand their interests and finalize the elective options accordingly.

Appendix 13: Curriculum Adoption Process

Phase 1: Develop the Local Lens (August-December 2025)
In addition to the extensive review of national research already conducted, DLC will convene a taskforce and gather local data to understand the landscape, including communicating with RI dual language schools, as well as Dual Language partner schools across the nation such as Oyster-Adams Bilingual and the Hernandez School. They will utilize the educational guiding principles and language allocation plan to finalize their instructional vision and identify priorities and key criteria needed to ensure successful adoption and launch.
Phase 2: Know and Winnow Choices (January-March 2026)
The DLC Taskforce will build understanding of the market – all the potential curriculum options to support dual language instruction – and from that will investigate a subset of programs that meet the identified criteria and priorities of DLC.
Phase 3: Investigate Materials (April -June 2026)
The team will further investigate the programs, including visiting schools to see the curriculum in use, identify professional development resources available to support the implementation of these curricular resources and utilize RIDE tools to ensure the materials will meet the needs of MLL students, Foundational Skills instruction in grades K-5, and Culturally Responsive and Sustaining Education (CRSE). Project Based Learning priorities and alignment with multidisciplinary units will also be considered as the team investigates materials in alignment with the school's vision.
Phase 4: Make a Decision (July-August 2026)
Utilizing the data collected, the team will analyze data, incorporate school priorities, and make a final recommendation to the school superintendent and board of directors.
Phase 5: Launch and Implement (September 2026-September 2027)
While the school will launch in 2027, the team will take a year to develop plans for customizing the curriculum to meet the needs of the Dual Language school, to support teacher development in utilizing the new curriculum, and to plan proactively for implementation challenges.

Appendix 14: Curriculum Resources

While DLC will implement a rigorous curriculum selection and adoption process, the list below identifies potential curricular options across grade levels that can help inform the curriculum adoption process and show initial thinking on curricular resources that could be beneficial for a dual language school. For high school science specifically, given that there are limited RIDE and EdReports approved curriculum resources, and availability in Spanish is also a consideration, DLC will revisit and investigate HS science curricular resources during its planning years and leading up to the 2031 school year when high school grades begin at DLC. DLC will reach out to dual language high schools around the country to learn more about their approach to high school science curriculum.

Grade	Biliteracy: ELA/SLA	Math	Science	Social Studies
K	<p>Options</p> <ul style="list-style-type: none"> • ARC • Maravillas (Spanish version of Wonders) • Caminos (Spanish version of Amplify) <p>SLA Foundational Skills Options:</p> <ul style="list-style-type: none"> • Estrellita • Haggerty 	<p>Options</p> <ul style="list-style-type: none"> • I-Ready • Engage NY • Illustrative Math <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Option:</p> <ul style="list-style-type: none"> • Amplify <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Core Knowledge History and Geography</p> <p><i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i></p>
1	<p>Options</p> <ul style="list-style-type: none"> • Amplify/Caminos • ARC • Wonders/ Maravillas <p>SLA Foundational Skills Options:</p> <ul style="list-style-type: none"> • Estrellita • Haggerty <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Options</p> <ul style="list-style-type: none"> • I-Ready • Eureka Math • Illustrative Math <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Option:</p> <ul style="list-style-type: none"> • Amplify <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Core Knowledge History and Geography</p> <p><i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i></p>
2	<p>Options</p> <ul style="list-style-type: none"> • Amplify/Caminos • ARC • Wonders/ Maravillas 	<p>Options</p> <ul style="list-style-type: none"> • I-Ready • Eureka Math • Illustrative Math <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Option:</p> <ul style="list-style-type: none"> • Amplify <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Core Knowledge History and Geography</p> <p><i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i></p>

	<p><i>*all curriculums are available in Spanish and English, teachers will need to internally adapt curriculum to create bilingual unit frameworks that integrate social studies standards and thematic units across languages.</i></p>	English	available in Spanish and English	will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.
3	<p>Options</p> <ul style="list-style-type: none"> ● Amplify/Caminos ● ARC ● Wonders/Maravillas <p><i>*all curriculums are available in Spanish and English, teachers will need to internally adapt curriculum to create bilingual unit frameworks that integrate social studies standards and thematic units across languages.</i></p>	<p>Options</p> <ul style="list-style-type: none"> ● I-Ready ● Eureka Math ● Illustrative Math <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Option:</p> <ul style="list-style-type: none"> ● Amplify <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Core Knowledge History and Geography</p> <p><i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i></p>
4	<p>Options</p> <ul style="list-style-type: none"> ● Amplify/Caminos ● ARC ● Wonders/Maravillas <p><i>*all curriculums are available in Spanish and English, teachers will need to internally adapt curriculum to create bilingual unit frameworks that integrate social studies standards and thematic units across languages.</i></p>	<p>Options</p> <ul style="list-style-type: none"> ● I-Ready ● Eureka Math ● Illustrative Math <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Option:</p> <ul style="list-style-type: none"> ● Amplify <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Core Knowledge History and Geography</p> <p><i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i></p>
5	<p>Options</p> <ul style="list-style-type: none"> ● Amplify/Caminos ● ARC ● Wonders/Maravillas <p><i>*all curriculums are available in Spanish and English, teachers will need to internally</i></p>	<p>Options</p> <ul style="list-style-type: none"> ● I-Ready ● Eureka Math ● Illustrative Math <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Option:</p> <ul style="list-style-type: none"> ● Amplify <p><i>*all curriculums are available in Spanish and English</i></p>	<p>Core Knowledge History and Geography</p> <p><i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with</i></p>



	<i>adapt curriculum to create bilingual unit frameworks that integrate social studies standards and thematic units across languages.</i>			<i>CCSS and strategically divided across languages of instruction.</i>
6	Options: <ul style="list-style-type: none"> EL Education Language Arts curriculum <i>*curriculum is not available in Spanish, teachers will need to internally adapt curriculum to create bilingual unit frameworks that integrate social studies standards and thematic units across languages and authentic text in Spanish.</i> <i>**Most middle schools nationwide have an internal humanities Spanish language arts curriculum.</i>	Options <ul style="list-style-type: none"> I-Ready Illustrative Math <i>*all curriculums are available in Spanish and English</i>	Option: <ul style="list-style-type: none"> Amplify Open SciEd <i>*all curriculums are available in Spanish and English</i>	HistoryAlive! <i>* curriculum has bilingual options</i> <i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i>
7	Options: <ul style="list-style-type: none"> EL Education Language Arts curriculum <i>*curriculum is not available in Spanish, teachers will need to internally adapt curriculum to create bilingual unit frameworks that integrate social studies standards and thematic units across languages and authentic text in Spanish.</i> <i>**Most middle schools nationwide have an internal humanities Spanish language arts curriculum.</i>	Options <ul style="list-style-type: none"> I-Ready Illustrative Math <i>*all curriculums are available in Spanish and English</i>	Option: <ul style="list-style-type: none"> Amplify Open SciEd <i>*all curriculums are available in Spanish and English</i>	HistoryAlive! <i>* curriculum has bilingual options</i> <i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i>
8	Options: <ul style="list-style-type: none"> EL Education Language Arts curriculum 	Options <ul style="list-style-type: none"> I-Ready Illustrative Math <i>*all curriculums are</i>	Option: <ul style="list-style-type: none"> Amplify Open SciEd 	HistoryAlive! <i>* curriculum has bilingual options</i>

	<p><i>*curriculum is not available in Spanish, teachers will need to internally adapt curriculum to create bilingual unit frameworks that integrate social studies standards and thematic units across languages and authentic text in Spanish.</i></p> <p><i>**Most middle schools nationwide have an internal humanities Spanish language arts curriculum.</i></p>	<p><i>available in Spanish and English</i></p>	<p><i>*all curriculums are available in Spanish and English</i></p>	<p><i>* Humanities approach in a bilingual unit framework unit plan will be internally created curriculum aligned with CCSS and strategically divided across languages of instruction.</i></p>
Specials				
K-8	<p>Art</p> <p>Art and Music</p> <ul style="list-style-type: none"> RIDE Arts Curriculum Framework <p><i>* internally created curriculum aligned with RI framework and standards with authentic text and experiences with the language of instruction as assigned in the K-8 language allocation plan</i></p>	<p>Music</p> <p>Art and Music</p> <ul style="list-style-type: none"> RIDE Arts Curriculum Framework <p><i>* internally created curriculum aligned with RI framework and standards with authentic text and experiences with the language of instruction as assigned in the K-8 language allocation plan</i></p>	<p>PE & Health</p> <p>PE</p> <ul style="list-style-type: none"> RIDE Physical Education Framework <p><i>* internally created curriculum aligned with RI framework and standards with authentic text and experiences with the language of instruction as assigned in the K-8 language allocation plan</i></p>	<p>Library & Media</p> <p>Library</p> <ul style="list-style-type: none"> American Association of School Librarians Framework Digital Citizenship Standards and Curriculum <p><i>* internally created curriculum aligned with RI framework and standards with authentic text and experiences with the language of instruction as assigned in the K-8 language allocation plan</i></p>
HS	Biliteracy: ELA / SLA	Math	Science	Social Studies
9	<p>Options:</p> <ul style="list-style-type: none"> ARC 	<p>Options</p> <ul style="list-style-type: none"> EnVision Reveal Math Carnegie Learning Math Solution <p><i>*all curriculums are</i></p>	<p><i>*DLC to revisit available options during its planning years and leading up to high school launch in 2031.</i></p>	<p>HistoryAlive!</p> <p><i>* curriculum has bilingual options</i></p>

		<i>available in Spanish and English</i>		
10	Options: <ul style="list-style-type: none"> • ARC 	Options <ul style="list-style-type: none"> • EnVision • Reveal Math • Carnegie Learning Math Solution <p><i>*all curriculums are available in Spanish and English</i></p>	<i>*DLC to revisit available options during its planning years and leading up to high school launch in 2031.</i>	HistoryAlive! * curriculum has bilingual options
11	Options: <ul style="list-style-type: none"> • ARC 	Options <ul style="list-style-type: none"> • EnVision • Reveal Math • Carnegie Learning Math Solution <p><i>*all curriculums are available in Spanish and English</i></p>	<i>*DLC to revisit available options during its planning years and leading up to high school launch in 2031.</i>	HistoryAlive! * curriculum has bilingual options
12	Options: <ul style="list-style-type: none"> • ARC 	Options <ul style="list-style-type: none"> • EnVision • Reveal Math • Carnegie Learning Math Solution <p><i>*all curriculums are available in Spanish and English</i></p>	<i>*DLC to revisit available options during its planning years and leading up to high school launch in 2031.</i>	HistoryAlive! * curriculum has bilingual options

Appendix 15: RI Social and Emotional Learning Standards: Competencies for School and Life Success






RI Social Emotional Learning Standards: Competencies for School and Life Success

Anchor Standard		Learning Standards
 1. Self-Awareness The ability to recognize one's own emotions, thoughts, and values and how they influence behavior and to assess one's strengths and limitations.	1A	Individual demonstrates an understanding of one's emotions.
	1B	Individual identifies when help is needed and who can provide it.
	1C	Individual demonstrates awareness of their own personal rights and responsibilities.
	1D	Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.
	1E	Individual seeks to understand and identify their own prejudices and biases.
 2. Self-Management The ability to regulate one's emotions, thoughts, and behaviors in different situations and to set and work toward personal and academic goals.	2A	Individual demonstrates the skills to manage one's emotions, thoughts, impulses and stress in constructive ways.
	2B	Individual manages materials, space, time and responsibilities effectively.
	2C	Individual demonstrates skills to develop, evaluate, modify and achieve goals.
	2D	Individual demonstrates a resilient attitude and growth mindset, even in the face of adversity and challenges.
 3. Social Awareness The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.	3A	Individual reads social cues and responds appropriately.
	3B	Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.
	3C	Individual demonstrates empathy for other people's emotions and perspectives.
	3D	Individual recognizes and respects leadership capacity in oneself and others.
	3E	Individual contributes productively to one's school, family, workplace, and community.
 4. Relationship Skills The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, and to seek and offer help when needed.	4A	Individual uses communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages, and identities.
	4B	Individual uses appropriate communication strategies and interpersonal skills to maintain relationships with others.
	4C	Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
	4D	Individual recognizes when others need help and demonstrates the ability to provide or seek assistance.
 5. Responsible Decision Making The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms and to evaluate the consequences of actions and to consider the safety and well-being of others.	5A	Individual applies problem-solving skills to engage responsibly in a variety of situations.
	5B	Individual uses and adapts appropriate tools and strategies to solve problems.
	5C	Individual evaluates impact of decisions on self, others and the given situation and adjusts behavior appropriately.
	5D	Individual considers ethical, safety, and societal factors when making choices and decisions.
	5E	Individual considers and responds appropriately to external influences (e.g. media, peers, authority figures) on decision-making.

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October 24, 2017

Estándares de aprendizaje socioemocional de RI: Competencias para el éxito en los estudios y en la vida

Estándar esencial		Estándares de aprendizaje
 1. Autoconciencia La habilidad para reconocer nuestras propias emociones, pensamientos y valores, y cómo estos influyen en el comportamiento; y evaluar nuestros puntos fuertes y débiles.	1A	La persona muestra que entiende sus propias emociones.
	1B	La persona sabe cuándo necesita ayuda y a quién pedirselas.
	1C	La persona muestra ser consciente de sus propios derechos y obligaciones
	1D	La persona muestra ser consciente de sus puntos fuertes, valores culturales y lingüísticos, y aspiraciones personales.
	1E	La persona trata de entender e identificar sus propios prejuicios.
 2. Autocontrol La habilidad de regular nuestras propias emociones, pensamientos y comportamientos en diversas situaciones; y de proponernos metas personales y académicas, y procurar alcanzarlas.	2A	La persona muestra tener las habilidades para controlar sus emociones, pensamientos, impulsos y tensión emocional
	2B	La persona maneja los materiales, espacio, tiempo y responsabilidades eficazmente.
	2C	La persona muestra tener las habilidades para desarrollar, evaluar, modificar y alcanzar metas.
	2D	La persona muestra tener resiliencia y una actitud positiva incluso ante la adversidad y desafíos.
 3. Conciencia social La habilidad de ver las cosas desde el punto de vista de los demás y sentir empatía, aunque sean personas de orígenes y culturas distintos a los nuestros; y entender las normas de comportamiento.	3A	La persona sabe interpretar señales sociales y reacciona adecuadamente.
	3B	La persona procura entender, y muestra respeto, a los demás, aunque sean de orígenes o culturas diferentes, hablen otro idioma, tengan capacidades distintas o se identifiquen de otra manera.
	3C	La persona muestra empatía por las emociones y puntos de vista de los demás.
	3D	La persona reconoce y respeta la capacidad de liderazgo propia y de los demás.
	3E	La persona contribuye de manera productiva a su centro de estudios, su familia, lugar de trabajo y comunidad.
 4. Habilidades para las relaciones La habilidad de comunicarnos claramente, de saber escuchar, de cooperar, de no sucumbir ante presiones sociales inapropiadas, y de obtener y brindar ayuda cuando es necesaria.	4A	La persona usa habilidades interpersonales y de comunicación para interactuar eficazmente con los demás, aunque sean de orígenes o culturas diferentes, hablen otro idioma, tengan capacidades distintas o se identifiquen de otra manera.
	4B	La persona utiliza habilidades interpersonales y estrategias de comunicación adecuadas para mantener relaciones con los demás.
	4C	La persona muestra tener las habilidades para enfrentar y resolver conflictos interpersonales respetuosamente en diversas situaciones.
	4D	La persona sabe cuándo otros necesitan ayuda, y muestra tener la habilidad de brindar o buscar ayuda.
 5. Toma de decisiones responsable La capacidad de tomar decisiones constructivas sobre nuestro comportamiento e interacciones sociales según principios éticos, preocupación por la seguridad y normas sociales, y evaluar las consecuencias de las acciones, tomando en cuenta la seguridad y bienestar de los demás.	5A	La persona aplica destrezas para la solución de problemas responsablemente en diversas situaciones.
	5B	La persona usa y adapta herramientas y estrategias adecuadas para solucionar problemas.
	5C	La persona evalúa el impacto de las decisiones para sí misma, para otros y para la situación, y adapta su comportamiento
	5D	La persona considera factores éticos, de seguridad y sociales al tomar decisiones.
	5E	La persona considera las influencias externas (por ej., medios de comunicación, compañeros o colegas, figuras de autoridad) y reacciona adecuadamente al tomar decisiones.

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Appendix 16: Character Education

Grade	Character Education
K-5	<p>DLC's character education program will be thoughtfully developed in-house, drawing on a blend of proven, evidence-based social-emotional learning (SEL) curricula, recognized field standards, and best practices to ensure it is localized, effective and impactful. Some of the design resources include:</p> <ul style="list-style-type: none">● EL Education Crew Curriculum● Second Step (K-6)● Conscious Discipline (approach, K-8)● Responsive Classroom (K-5th)● Social Justice Standards● Growing Early Mindset (PK-3rd)
6-8	<ul style="list-style-type: none">● Restorative Justice● Glenn Singleton's Courageous Conversations● Social Justice Standards● Brainology Foundations
9-12	<ul style="list-style-type: none">● Glenn Singleton's Courageous Conversations● Social Justice Standards

Appendix 17: Lowering the Affective Filter



“Lowering the Affective Filter for English Language Learners Facilitates Successful Language Acquisition”

by Veronica Vasquez

What is the affective filter?

The “affective filter” is a theoretical construct in second language acquisition that attempts to explain the emotional variables associated with the success or failure of acquiring a second language. The affective filter is an invisible psychological filter that can either facilitate or hinder language production in a second language.

When the filter is high:

- Students experience stress
- Students feel anxious and self-conscious
- The lack of self-confidence might inhibit success in acquiring the second language
- Students are reluctant to participate and seek out opportunities to collaborate
- If modifications are not being made, the students will experience boredom and disinterest

When the filter is low:

- Students become risk-takers as they manipulate language
- Students feel safe in making mistakes without judgment and constant corrections
- Students feel empowered to interact with their peers and seek out models of language
- Students feel safe in answering questions and sharing their thinking with peers and the teacher

How do I lower the affective filter in my classroom?

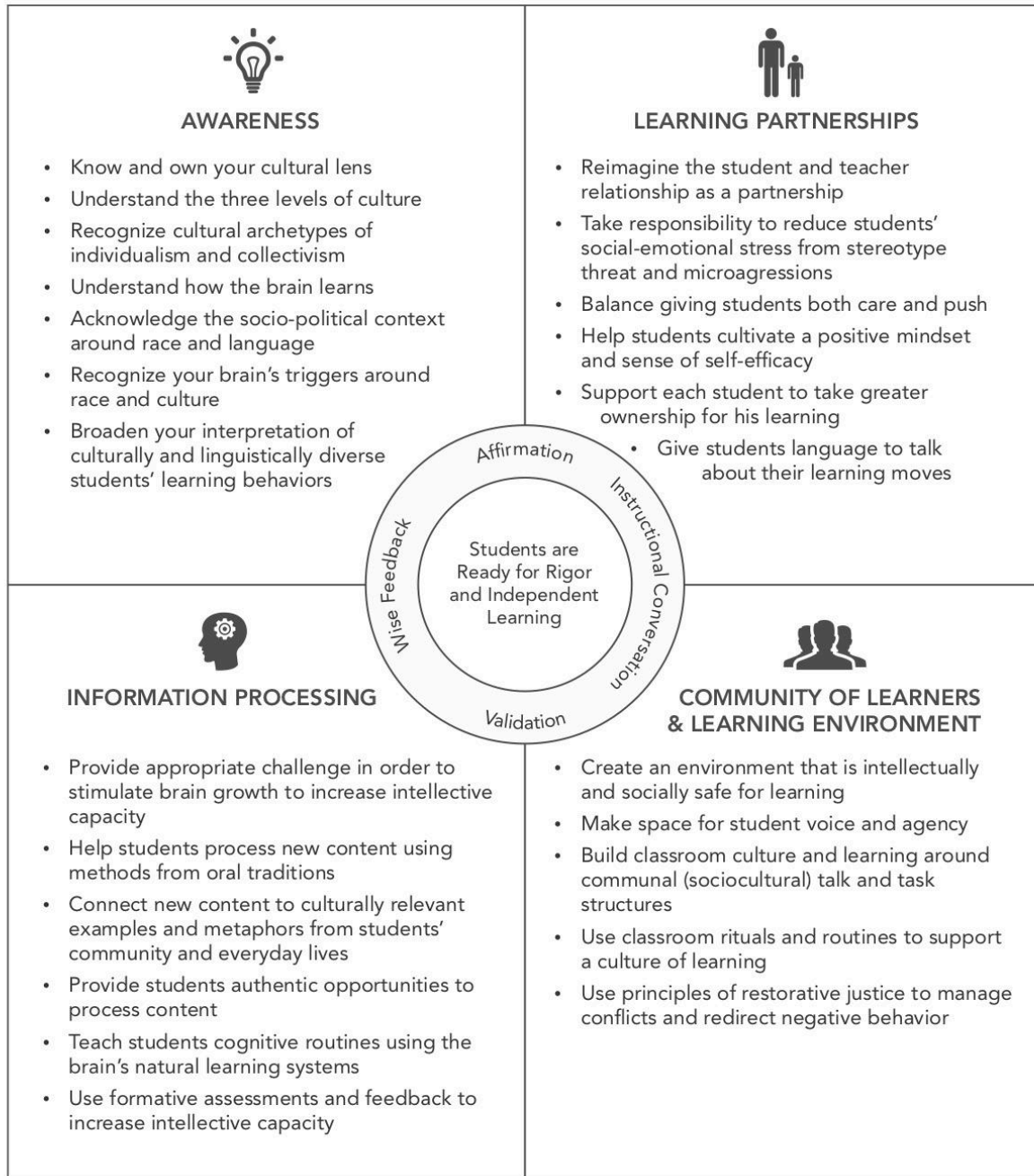
- Try not to overemphasize error correction. In other words, instead of correcting the student; model the correct use of the language in a supportive stance and then close the loop on the recast model.
- Institute a policy in the classroom that prohibits students from making fun of peers or laughing at errors. This is directly supported by the social/cultural learning goals weaved throughout every lesson. This sets the expectations for how students work together as they collaborate.
- As students share and reflect at the end of each lesson, share your observations of language use and facilitate the brainstorming of solutions to challenges, with a focus of adding vocabulary necessary for the task.
- Equip strong language models with strategies to support their language learner peers (i.e. language stems, visual word banks, structures talk tasks)
- Consistently encourage risk-taking reminding students that your classroom is a safe place to learn.
- Set individual goals with students and celebrate growth!

When the affective filter is low, the learner is in an emotionally safe place. These feelings of safety lower imaginary walls, promoting more successful language acquisition. This type of environment becomes a welcoming invitation to keep learning!

Appendix 18: Ready for Rigor Framework

READY for RIGOR

A Framework for Culturally Responsive Teaching



Appendix 19: Assessment Table

K-1 (90/10 and 80/20 immersion)		
Content	Formative Assessments	Summative Assessments
SLA	Based on the curriculum selected, the following formative assessments should be progress monitored to inform instruction and Spanish foundational reading skills: <ul style="list-style-type: none">● Phonics screener● running record● writing	i-Ready
ELA	n/a	i-Ready (only at end of year to inform baseline for 2nd grade English instruction)
Math	Curriculum based and CCSS aligned short cycle assessments	i-Ready (BOY, MOY, EOY)
Science	Curriculum based and CCSS aligned short cycle assessments	
Social Studies	Curriculum based and CCSS aligned short cycle assessments	
Interdisciplinary Project Based Learning	One interdisciplinary, bilingual community-focused project each semester <ul style="list-style-type: none">● Student projects will be evaluated using a PBL rubric that includes mastery of knowledge and skills aligned to standards, criteria for collaboration, problem-solving, community impact, craftsmanship, and leadership skills. Students will also be evaluated on a language domain rubric, focused on reading, writing, speaking and listening to support bilingualism through project-based learning experiences.	
State Assessments: N/A		
Special Populations: WIDA, ACCESS and IEP		

Grades 2-5 (50/50)		
Content	Formative Assessments	Summative Assessments
SLA	Based on the curriculum selected, the following formative assessments should be progress monitored to inform instruction across Spanish and English foundation reading skills and reading comprehension: <ul style="list-style-type: none"> Phonics screener (if needed) running record Writing 	i-Ready (BOY, MOY, EOY)
ELA		i-Ready (BOY, MOY, EOY)

	The school will additionally determine a universal dyslexia screener at the beginning of 2 nd grade.	
Math	Curriculum based and CCSS aligned short cycle assessments	i-Ready (BOY, MOY, EOY)
Science	Curriculum based and CCSS aligned short cycle assessments	
Social Studies	Curriculum based and CCSS aligned short cycle assessments	
Interdisciplinary Project Based Learning	One interdisciplinary, bilingual community-focused project each semester <ul style="list-style-type: none">Student projects will be evaluated using a PBL rubric that includes mastery of knowledge and skills aligned to standards, criteria for collaboration, problem-solving, community impact,craftsmanship, and leadership skills. Students will also be evaluated on a language domain rubric, focused on reading, writing, speaking and listening to support bilingualism through project based learning experiences.	
SEL Universal Screener Assessment	For 4th grade and above: <ul style="list-style-type: none">Panorama Social Emotional Survey: Student self-report survey on SEL skills and well-being	
State Assessments: 3rd-5th grade RICAS		
Special Populations: WIDA, ACCESS and IEP		
Grades 6-8 (50/50 Dual Language Immersion)		
Content	Formative Assessments	Summative Assessments
SLA	Curriculum based and CCSS aligned short cycle assessments	i-Ready (BOY, MOY, EOY) AP Spanish Language Test or STAMP test for 8th graders (assessment will be offered again in high school)
ELA	Curriculum based and CCSS aligned short cycle assessments	i-Ready (BOY, MOY, EOY)
Math	Curriculum based and CCSS aligned short cycle assessments	i-Ready (BOY, MOY, EOY)
Science	Curriculum based and CCSS aligned short cycle assessments	
Social Studies	Curriculum based and CCSS aligned short cycle assessments	
Interdisciplinary Project Based Learning	One interdisciplinary, bilingual community-focused project each semester <ul style="list-style-type: none">Student projects will be evaluated using a PBL rubric that includes mastery of knowledge and skills aligned to standards, criteria for collaboration, problem-solving, community impact,craftsmanship, and leadership skills. Students will also be evaluated on a language domain rubric, focused on	

	reading, writing, speaking and listening to support bilingualism through project based learning experiences.	
SEL Universal Screener Assessment	<ul style="list-style-type: none">● Panorama Social Emotional Survey: Student self-report survey on SEL skills and well-being	
State Assessments: 6 th -8 th : RICAS		
Special Populations: WIDA, ACCESS and IEP		
Grades 9-12 (50/50 Dual Language Immersion)		
Content	Formative Assessments	Summative Assessments
SLA	Curriculum based and CCSS aligned short cycle assessments	SRI Spanish reading assessment (9th grade only) AP tests for any AP Spanish course taken
ELA	Curriculum based and CCSS aligned short cycle assessments	i-Ready AP tests for any AP English course taken
Math	Curriculum based and CCSS aligned short cycle assessments	i-Ready AP tests for any AP math course taken
Science	Curriculum based and CCSS aligned short cycle assessments	AP tests for any AP science course taken
Social Studies	Curriculum based and CCSS aligned short cycle assessments	AP tests for any AP history course taken
Interdisciplinary Project Based Learning	One interdisciplinary, bilingual community-focused project each semester <ul style="list-style-type: none">● Student projects will be evaluated using a PBL rubric that includes mastery of knowledge and skills aligned to standards, criteria for collaboration, problem-solving, community impact, craftsmanship, and leadership skills. Students will also be evaluated on a language domain rubric, focused on reading, writing, speaking and listening to support bilingualism through project based learning experiences.	
SEL Universal Screener Assessment	<ul style="list-style-type: none">● Panorama Social Emotional Survey: Student self-report survey on SEL skills and well-being	
State Assessments: 10 th grade: PSAT, 11 th grade: SAT and NGSA		
Special Populations: ACCESS (MLLs) and IEPs (Differently-abled students)		

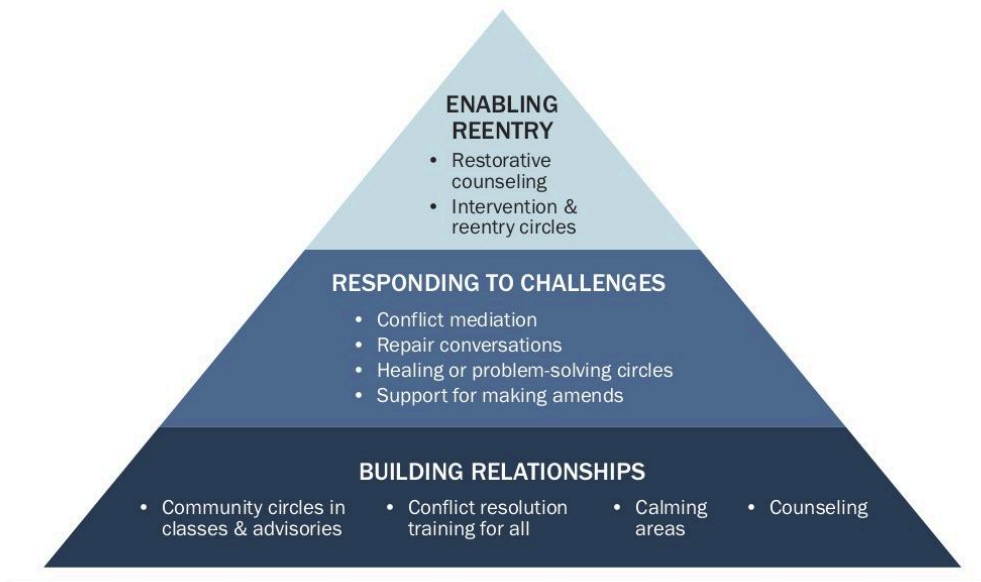
Improving Student Outcomes Through Restorative Practices

Many schools use exclusionary discipline—such as suspensions and expulsions—with the intention of reducing misbehavior and improving school safety. However, research shows that the use of exclusionary discipline ultimately increases misbehavior, undermines school climate, reduces achievement, and increases dropout and incarceration rates. In addition, long-standing research documents the disproportionate use of punitive discipline practices for students of color and students with disabilities. As an alternative, many schools have sought to replace harsh disciplinary policies with restorative practices.

What Are Restorative Practices?

Restorative practices are designed to build a strong sense of community in schools, to teach interpersonal skills, to repair harm when conflict occurs, and to proactively meet students' needs—including those that result from trauma in or outside of school—so misbehavior is less common. Instead of punishment, restorative practices address school discipline by focusing on developing communication strategies and building relationships. Among restorative practices are classroom meetings, community building circles, and conflict resolution strategies that all adults and students use. Additionally, restorative practices include mediation strategies that can be used to resolve disagreements, help students make amends, and support students' reentry to the school community after a challenge has occurred.

Figure 1. What Are Restorative Practices?



What Are the Impacts of Restorative Practices?

A growing body of research indicates that well-implemented restorative practices:

- improve student behavior
- decrease fighting and bullying
- reduce office referrals and classroom removals
- reduce suspensions and expulsions
- decrease disciplinary disparities
- improve school climate, including relationships between students and teachers and student feelings of connectedness to school

A recent study of a large-scale data set in California found that the more students experienced restorative practices, the more student behavior, student mental health, and disciplinary outcomes improved. Additionally, the study found that exposure to restorative practices improved school safety and academic outcomes for all groups of students, with stronger effects for Black and Latino/a students, suggesting that the use of restorative practices can reduce achievement gaps.

What Does It Take to Implement Restorative Approaches?

The work of integrating restorative approaches into school settings is complex and requires both policy and practice supports. Studies suggest the importance of the following:

- replacing zero-tolerance and punitive discipline policies with school designs and discipline approaches that strengthen relationships
- incorporating indicators of exclusion, restorative practices, and school climate in state and local continuous improvement and accountability systems
- utilizing a whole school approach that integrates community-building strategies, interpersonal and conflict resolution skills, and restorative responses to disciplinary incidents
- providing long-term investment in whole school learning opportunities that increase staff buy-in and skill in implementing restorative practices
- centering student and community voices so that all students experience restorative practices in a manner that deepens their connection to the school

This fact sheet is based on: Darling-Hammond, S. (2023). *Fostering belonging, transforming schools: The impact of restorative practices*. Learning Policy Institute. <https://doi.org/10.54300/169.703>; Klevan, S. (2021). *Building a positive school climate through restorative practices*. Learning Policy Institute. <https://doi.org/10.54300/178.861>



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Appendix 21: Providence Promise Financial Audits for Fiscal Year Ending in 2024 and 2023

**PROVIDENCE PROMISE
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

**PROVIDENCE PROMISE
FOR THE YEAR ENDED JUNE 30, 2023**

Table of Contents	<u>Page</u>
Independent Auditor's Report	1 - 2
Financial Statements	
Statement of Financial Position	3
Statement of Activities and Change in Net Assets	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7 - 12



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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Providence Promise
Providence, Rhode Island

Opinion

We have audited the accompanying financial statements of Providence Promise (the "Organization") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Providence Promise as of June 30, 2023, and the change in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Providence Promise and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Adoption of New Accounting Pronouncement

As discussed in Note 2 to the financial statements, the Organization adopted Accounting Standards Codification Topic 842, *Leases*, as of July 1, 2022, using the modified retrospective method. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Providence Promise's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Providence Promise's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Providence Promise's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.



Providence, Rhode Island
January 4, 2024

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**PROVIDENCE PROMISE
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023**

ASSETS

Current assets:	
Cash	\$ 415,647
Prepaid expenses	<u>4,604</u>
Total current assets	420,251
Property and equipment, net	5,261
Operating lease right-of-use assets	<u>263,322</u>
TOTAL ASSETS	\$ <u>688,834</u>

LIABILITIES AND NET ASSETS

Current liabilities:	
Accounts payable	\$ 1,641
Accrued payroll	31,084
Current portion of operating lease liabilities	<u>46,539</u>
Total current liabilities	79,264
Operating lease liabilities, net of current portion	<u>217,070</u>
Total liabilities	296,334
Net assets without donor restrictions	<u>392,500</u>
TOTAL LIABILITIES AND NET ASSETS	\$ <u>688,834</u>

See accompanying notes to financial statements.

**PROVIDENCE PROMISE
STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2023**

Revenue:		
Contributions and grants	\$	814,249
In-kind donations		24,871
Investment income		3,277
Other income		<u>1,861</u>
Total revenue		<u>844,258</u>
Expenses:		
Program		556,716
Management and general		168,415
Fundraising		<u>111,902</u>
Total expenses		<u>837,033</u>
Change in net assets		7,225
Net assets without donor restrictions - beginning		<u>385,275</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS, ENDING	\$	<u>392,500</u>

See accompanying notes to financial statements.

**PROVIDENCE PROMISE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023**

	Program services	Management and general	Fundraising	Total
Payroll and related expenses:				
Payroll	\$ 220,446	\$ 57,827	\$ 95,353	\$ 373,626
Payroll taxes	19,656	4,914	4,914	29,484
Employee benefits	12,613	3,153	3,153	18,919
In-kind donated services	-	15,871	-	15,871
Payroll service fees	<u>717</u>	<u>180</u>	<u>180</u>	<u>1,077</u>
Total payroll and related expenses	<u>253,432</u>	<u>81,945</u>	<u>103,600</u>	<u>438,977</u>
Other costs:				
Contributions to family 529 savings accounts	287,937	-	-	287,937
Marketing	-	11,204	-	11,204
Program supplies	15,347	-	-	15,347
Professional fees	-	15,920	-	15,920
Office supplies	-	24,905	-	24,905
Insurance	-	3,912	-	3,912
Telephone	-	5,094	-	5,094
Computer	-	6,508	-	6,508
Fundraising	-	-	8,302	8,302
Rent	-	8,137	-	8,137
In-kind rent	-	9,000	-	9,000
Depreciation	<u>-</u>	<u>1,790</u>	<u>-</u>	<u>1,790</u>
Total other costs	<u>303,284</u>	<u>86,470</u>	<u>8,302</u>	<u>398,056</u>
TOTAL	<u>\$ 556,716</u>	<u>\$ 168,415</u>	<u>\$ 111,902</u>	<u>\$ 837,033</u>

See accompanying notes to financial statements.

**PROVIDENCE PROMISE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2023**

Cash flows from operating activities:	
Change in net assets	\$ 7,225
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	1,790
Non cash lease expense	287
Changes in operating assets and liabilities:	
Promises to give	2,000
Prepaid expenses	(689)
Accounts payable	1,177
Accrued payroll	<u>13,708</u>
Net cash provided by operating activities	25,498
Cash-flows from investing activities, purchase of equipment	<u>(4,896)</u>
Increase in cash	20,602
Cash - beginning	<u>395,045</u>
CASH - ENDING	\$ <u>415,647</u>

See accompanying notes to financial statements.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

NOTE 1. ORGANIZATION

Incorporated in 2014, Providence Promise (the "Organization") is a Rhode Island nonprofit corporation whose mission is to promote high educational aspiration and more equitable opportunities for Providence public school and charter school students by advocating for college savings accounts and family engagement, increasing financial literacy, and reducing the financial burden of higher education.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"). The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Basis of Presentation

The Organization follows the Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") subtopic *Presentation of Financial Statements of Not-for-Profit Entities*. Net assets, revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

Net assets without donor restrictions - Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net assets with donor restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Revenue Recognition

Revenue is reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses on other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulations or by law. Expirations of net assets with donor restrictions (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from donor restrictions.

Contributions

Contributions of cash and other assets are presented as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions (continued)

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give, that is, those with a measurable performance or other barrier, are not recognized until they become unconditional, that is, at the time when the conditions on which they depend are substantially met.

The Organization reports contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the same reporting period in which the revenue is recognized.

For the year ended June 30, 2023, approximately 28% of revenue was derived from one donor.

In-Kind Donations

Contributions of services that create or enhance non-financial assets or that require specialized skills, which are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation are recorded as in-kind donations at their fair values in the period received. In-kind donations consist of contributed accounting services and contributed office space. In-kind donations are provided by a board member of the Organization. These donated services and rent are reflected in the accompanying financial statements at fair value as determined by the donor or management.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The Organization considers all highly liquid investments with original maturities of three months or less to be cash equivalents. The Organization had no cash equivalents at June 30, 2023.

The Organization maintains its cash accounts with financial institutions whose deposits are insured by the Federal Deposit Insurance Corporation ("FDIC"). At June 30, 2023, cash and equivalents exceed the FDIC limits by \$174,096.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment

Property and equipment are stated at cost less accumulated depreciation. Major additions and improvements are capitalized, while repairs and maintenance are charged to expense. Assets are depreciated on the straight-line method over the estimated useful lives as follows:

<u>Asset</u>	<u>Years</u>
Computers and equipment	3 - 5

Valuation of Long-Lived Assets

The Organization accounts for the valuation of long-lived assets, including the Organization's right-of-use assets, in accordance with the FASB ASC Topic *Property, Plant and Equipment*. The Topic requires that long-lived assets be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of the long-lived asset is measured by a comparison of the carrying amount of the asset to future undiscounted net cash flows expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the estimated fair value of the assets. Assets to be disposed of are reportable at the lower of the carrying amount or fair value, less costs to sell. At June 30, 2023, the Organization has determined that no long-lived assets are impaired.

Leases

The Organization adopted FASB ASC Topic 842, *Leases* ("ASC 842") on July 1, 2022. The Organization has operating lease agreements for certain office space under terms of 5 years. The Organization determines if an arrangement is a lease at the inception of the contract. At the lease commencement date, each lease is evaluated to determine whether it will be classified as an operating or finance lease. For leases with a lease term of 12 months or less (a "short-term" lease), any fixed lease payments are recognized on a straight-line basis over such term, and are not recognized on the statement of financial position.

Lease terms include the non-cancellable portion of the underlying leases along with any reasonable certain lease periods associated with available regular periods, termination options and purchase options.

The Organization uses the risk-free discount rate when the rate implicit in the lease is not readily determinable at the commencement date in determining the present value of lease payments. The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

Functional Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Expenses (continued)

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Payroll, payroll taxes, and employee benefits	Time and effort
Payroll service fees	Time and effort

Income Taxes

The Organization is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code (the "Code") and is exempt from Federal and state income taxes. As a nonprofit entity, the Organization is subject to unrelated business income tax ("UBIT"), if applicable. In accordance with FASB ASC 740, *Income Taxes*, the Organization applies the "more likely than not" threshold to the recognition and derecognition of tax positions for its financial statements. Management has evaluated the Organization's tax positions and has concluded that there were no uncertain tax positions that qualify for either recognition or disclosure in the accompanying financial statements.

Recently Issued but not yet Effective Accounting Pronouncements

Credit Losses

In June 2016, the FASB issued Accounting Standards Update ("ASU") No. 2016-13, *Financial Instruments - Credit Losses (Topic 326)*, which requires entities to measure all expected credit losses for financial assets held at the reporting date based on historical experience, current conditions, and reasonable and supportable forecasts. This replaces the existing incurred loss model and is applicable to the measurement of credit losses on financial assets measured at amortized cost. ASU 2016-13 is effective for private companies for fiscal years beginning after December 15, 2022, including interim periods within those annual reporting periods. The Organization is currently evaluating the impact of the new standard on its financial statements and related disclosures.

Recently Adopted Accounting Pronouncement

Leases

In February 2016, the FASB issued ASU No. 2016-02, *Leases* (Topic 842) ("ASC 842"), as amended, which requires the recording of operating lease right-of-use assets and lease liabilities and the expanded disclosure for operating and finance leasing arrangements. Leases are classified as finance or operating, with classification affecting the pattern and classification of expense recognition in the statement of activities and change in net assets. The Organization adopted ASC 842 under the modified retrospective method on July 1, 2022.

The Organization entered into a lease agreement effective June 1, 2023, and recorded operating lease right-of-use asset and lease liabilities in the amount of \$267,399.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Subsequent Events

The Organization has evaluated subsequent events through January 4, 2024, the date the accompanying financial statements were available to be issued. There are no subsequent events that required recognition or disclosure in these financial statements.

NOTE 3. LIQUIDITY AND AVAILABILITY

The following represents the Organization's financial assets as of June 30, 2023:

Financial assets at year-end:	
Cash	\$ <u>415,647</u>
Financial assets available to meet general expenditures over the next twelve months	\$ <u><u>415,647</u></u>

The Organization's goal is general to maintain financial assets to meet 6 months of operating expenses. The Organization's most significant expenditures are payroll and contributions to family 529 Plans. The Organization determines on a year to year basis, based on assets available, performance, and the amount of expenditures. The Organization's financial assets are not subject to donor restrictions.

NOTE 4. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30, 2023:

Computer equipment	\$ 5,367
Office furniture and equipment	3,801
Less: accumulated depreciation	<u>(3,907)</u>
	\$ <u><u>5,261</u></u>

Depreciation expense totaled \$1,790 for the year ended June 30, 2023.

NOTE 5. IN-KIND DONATIONS

The value of the Organization's in-kind donations consisted of the following for the year ended June 30, 2023:

Rent	\$ 9,000
Salaries - accounting services	<u>15,871</u>
	\$ <u><u>24,871</u></u>

Contributed rent is based on market valuation for similar type buildings within the area. Contributed salaries are valued at fair value based on actual salaries paid.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

NOTE 6. LEASES

The Organization has an operating lease for office space under a lease agreement expiring 2028. Total operating lease expense incurred for the year ended June 30, 2023, was \$8,137.

The following are future minimum lease commitments at June 30, 2023:

<u>Year ending June 30:</u>	<u>Operating leases</u>
2024	\$ 55,340
2025	57,020
2026	58,705
2027	60,450
2028	<u>56,925</u>
Net minimum lease payments	288,440
Less: amounts representing interest	<u>24,831</u>
Present value of future minimum lease payments	263,609
Less: current portion	<u>46,539</u>
Lease liabilities, net of current port	<u>\$ 217,070</u>

Cash paid for amounts included in the measurement of lease liabilities that are included in operating cash flows totaled \$8,137. The discount rate used for the Organization's operating leases is the risk free rate coinciding with the remaining operating lease term at commencement, which is 3.7%. The weighted average lease term for the operating lease is 4.92 years.

NOTE 7. RENTAL INCOME

The Organization leases office space to a tenant under an operating lease expiring in 2028. The Organization retains substantially all of the risks and benefits of ownership of the real estate assets leased to tenants. The Organization did not require a security deposit for the lease.

The Organization recognized the \$1,267 in fixed lease payments, which comprised rental revenue in the accompanying statement of activities and change in net assets for the year ended June 30, 2023.

Approximate future minimum rental income at June 30, 2023, is as follows:

<u>Year ending June 30, 2023:</u>	
2024	\$ 15,238
2025	15,699
2026	16,165
2027	16,652
2028	<u>15,684</u>
	<u>\$ 79,438</u>

**PROVIDENCE PROMISE
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

**PROVIDENCE PROMISE
FOR THE YEAR ENDED JUNE 30, 2024**

Table of Contents

	<u>Page</u>
Independent Auditor's Report	1 - 2
Financial Statements	
Statement of Financial Position	3
Statement of Activities and Change in Net Assets	4
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Statement of Cash Flows	6
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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Providence Promise
Providence, Rhode Island

Opinion

We have audited the accompanying financial statements of Providence Promise (the "Organization") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Providence Promise as of June 30, 2024, and the change in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Providence Promise and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Providence Promise's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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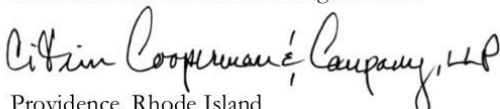
Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Providence Promise's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Providence Promise's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.



Providence, Rhode Island
December 2, 2024

"Citrin Cooperman" is the brand under which Citrin Cooperman & Company, LLP, a licensed independent CPA firm, and Citrin Cooperman Advisors LLC serve clients' business needs. The two firms operate as separate legal entities in an alternative practice structure. The entities of Citrin Cooperman & Company, LLP and Citrin Cooperman Advisors LLC are independent member firms of the Moore North America, Inc. (MNA) Association, which is itself a regional member of Moore Global Network Limited (MGNI). All the firms associated with MNA are independently owned and managed entities. Their membership in, or association with, MNA should not be construed as constituting or implying any partnership between them.

**PROVIDENCE PROMISE
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2024**

ASSETS

Current assets:	
Cash	\$ 154,046
Promises to give	77,710
Prepaid expenses	<u>5,276</u>
Total current assets	<u>237,032</u>
Property and equipment, net	<u>4,185</u>
Other assets:	
Investments	27,435
Operating lease right-of-use assets	<u>213,483</u>
Total other assets	<u>240,918</u>
TOTAL ASSETS	<u>\$ 482,135</u>

LIABILITIES AND NET ASSETS

Current liabilities:	
Accounts payable	\$ 269
Accrued payroll	42,611
Current portion of operating lease liabilities	<u>50,004</u>
Total current liabilities	92,884
Long-term liability:	
Operating lease liabilities, net of current portion	<u>167,066</u>
Total liabilities	259,950
Net assets without donor restrictions	<u>222,185</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 482,135</u>

See accompanying notes to financial statements.

PROVIDENCE PROMISE
STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2024

Revenue:	
Contributions and grants	\$ 784,303
In-kind donations	9,659
Investment income (unrealized gains)	1,185
Interest income	6,734
Other income	<u>20,379</u>
Total revenue	<u>822,260</u>
Expenses:	
Program	692,888
Management and general	153,008
Fundraising	<u>146,679</u>
Total expenses	<u>992,575</u>
Change in net assets	(170,315)
Net assets without donor restrictions - beginning	<u>392,500</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - ENDING	<u>\$ 222,185</u>

See accompanying notes to financial statements.

PROVIDENCE PROMISE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024

	Program services	Management and general	Fundraising	Total
Payroll and related expenses:				
Payroll	\$ 221,918	\$ 101,958	\$ 107,764	\$ 431,640
Payroll taxes	32,381	8,095	8,095	48,571
Employee benefits	23,671	5,918	5,918	35,507
Payroll service fees	<u>849</u>	<u>212</u>	<u>212</u>	<u>1,273</u>
Total payroll and related expenses	<u>278,819</u>	<u>116,183</u>	<u>121,989</u>	<u>516,991</u>
Other costs:				
Contributions to family 529 savings accounts	316,598	-	-	316,598
Marketing	10,735	-	2,147	12,882
Program supplies	15,151	-	-	15,151
Professional fees	-	16,600	-	16,600
Office supplies	17,553	4,322	4,802	26,677
Insurance	3,040	748	832	4,620
Telephone	5,099	1,255	1,395	7,749
Computer	5,717	1,408	1,564	8,689
Events	-	-	2,960	2,960
Rent expense	40,176	9,892	10,990	61,058
Depreciation	<u>-</u>	<u>2,600</u>	<u>-</u>	<u>2,600</u>
Total other costs	<u>414,069</u>	<u>36,825</u>	<u>24,690</u>	<u>475,584</u>
TOTAL	<u>\$ 692,888</u>	<u>\$ 153,008</u>	<u>\$ 146,679</u>	<u>\$ 992,575</u>

See accompanying notes to financial statements.

**PROVIDENCE PROMISE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2024**

Cash flows from operating activities:	
Change in net assets	\$ (170,315)
Adjustments to reconcile change in net assets to net cash used in operating activities:	
Depreciation	2,600
Non-cash lease expense	3,300
Net unrealized gain on investments	(1,185)
Changes in operating assets and liabilities:	
Promises to give	(77,710)
Prepaid expenses	(672)
Accounts payable	(1,372)
Accrued payroll	<u>11,527</u>
Net cash used in operating activities	<u>(233,827)</u>
Cash flows from investing activities:	
Purchase of equipment	(1,524)
Purchase of investments	<u>(26,250)</u>
Net cash used in investing activities	<u>(27,774)</u>
Decrease in cash	(261,601)
Cash - beginning	<u>415,647</u>
CASH - ENDING	\$ <u>154,046</u>

See accompanying notes to financial statements.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 1. ORGANIZATION

Incorporated in 2014, Providence Promise (the "Organization") is a Rhode Island nonprofit corporation whose mission is to promote high educational aspiration and more equitable opportunities for Providence public school and charter school students by advocating for college savings accounts and family engagement, increasing financial literacy, and reducing the financial burden of higher education.

Starting in June of 2024, the Organization made a change to the investment vehicle utilized with funding of the 529 plans. In the past, the investments in the 529 plans would be held in the name of the individual. In an effort to reduce cost and obtain a larger benefit to participants of the 529 program, the Organization will now direct the funds to an "Omnibus account" (i.e., CollegeBound Saver account). This account will be held in the name of the Organization but with subaccounts tracking individual 529 plans. The established 529 plans in the name of the individual participants will remain with the participants. Going forward, any incentive paid by the Organization will be directed to the new Omnibus account. This Omnibus account should have lower cost due to its structure. Due to the fact that the Omnibus account is in the legal name of the Organization, the financial statements will reflect the investment balance and activity of the 529 plan with a corresponding liability of amounts owed to the participants. As of June 30, 2024, the Organization made a cash investment in the CollegeBound Saver account but no amounts have been approved to participants in the 529 plan program.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"). The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Basis of Presentation

The Organization follows the Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") subtopic *Presentation of Financial Statements of Not-for-Profit Entities*. Net assets, revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

Net assets without donor restrictions - Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net assets with donor restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Revenue is reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses on other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulations or by law. Expirations of net assets with donor restrictions (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from donor restrictions.

Contributions

Contributions of cash and other assets are presented as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and change in net assets as net assets released from restrictions. Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give, that is, those with a measurable performance or other barrier, are not recognized until they become unconditional, that is, at the time when the conditions on which they depend are substantially met.

The Organization reports contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the same reporting period in which the revenue is recognized.

For the year ended June 30, 2024, no donor accounted for more than 10% of total revenue.

Contributions Receivable

Contributions receivable represents the amount due to the Organization from donors who pledge future cash contributions to the Organization. Unconditional promises to give (contributions receivable) which are scheduled to be received after one year are discounted at an appropriate discount rate commensurate with the risk involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any. An allowance for uncollectible contributions receivable is provided based upon management's judgment of potential defaults. At June 30, 2024 management has determined that no allowance for doubtful accounts needed to be recorded.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

In-Kind Donations

Contributions of services that create or enhance non-financial assets or that require specialized skills, which are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation are recorded as in-kind donations at their fair values in the period received. In-kind donations consist of contributed marketing services. These donated services are reflected in the accompanying financial statements at fair value as determined by the donor or management.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The Organization considers all highly liquid investments with original maturities of three months or less to be cash equivalents. The Organization had no cash equivalents at June 30, 2024.

The Organization maintains its cash accounts with financial institutions whose deposits are insured by the Federal Deposit Insurance Corporation ("FDIC"). At June 30, 2024, cash and equivalents did not exceed the FDIC limits.

Investments

Investments consist of accounts held with CollegeBound Saver. These accounts are stated at their fair value basis. Investment income or loss is included in the increase (decrease) in net assets from operations unless the income or loss is restricted by donor or law.

Property and Equipment

Property and equipment are stated at cost less accumulated depreciation. Major additions and improvements are capitalized, while repairs and maintenance are charged to expense. Assets are depreciated on the straight-line method over the estimated useful lives as follows:

<u>Asset</u>	<u>Years</u>
Computers and equipment	3 - 5

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Valuation of Long-Lived Assets

The Organization accounts for the valuation of long-lived assets, including the Organization's right-of-use assets, in accordance with the FASB ASC Topic *Property, Plant and Equipment*. The Topic requires that long-lived assets be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of the long-lived asset is measured by a comparison of the carrying amount of the asset to future undiscounted net cash flows expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the estimated fair value of the assets. Assets to be disposed of are reportable at the lower of the carrying amount or fair value, less costs to sell. At June 30, 2024, the Organization has determined that no long-lived assets are impaired.

Fair Value Measurement

The Organization follows the provisions of FASB ASC Topic *Fair Value Measurement*, which, among other things, (1) creates a single definition of fair value, (2) establishes a framework for measuring fair value, and (3) expands disclosure requirements about items measured at fair value. It also applies whenever other authoritative literature requires or permits certain assets or liabilities to be measured at fair value, but does not expand the use of fair value.

The FASB ASC Topic *Fair Value Measurement* defines fair value as the price that would be received to sell an asset or paid to transfer a liability (i.e., the "exit price") in an orderly transaction between market participants at the measurement date.

The Organization records, on a recurring basis, the fair value of investments. At this time, the Organization does not have any non-financial assets or liabilities that are measured or disclosed at fair value. The Organization reports investments using the net asset value per share as determined by CollegeBound Saver under the so called "practical expedient."

The Organization uses net asset value to determine fair value of investments which (a) do not have a readily determinable fair value and (b) prepare their financial statements consistent with the measurement principles of an investment company or have the attributes of an investment company.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases

The Organization has operating lease agreements for certain office space under terms of five years. The Organization determines if an arrangement is a lease at the inception of the contract. At the lease commencement date, each lease is evaluated to determine whether it will be classified as an operating or finance lease. For leases with a lease term of 12 months or less (a "short-term" lease), any fixed lease payments are recognized on a straight-line basis over such term, and are not recognized on the statement of financial position.

Lease terms include the non-cancellable portion of the underlying leases along with any reasonably certain lease periods associated with available regular periods, termination options and purchase options.

The Organization uses the risk-free discount rate when the rate implicit in the lease is not readily determinable at the commencement date in determining the present value of lease payments. The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

Functional Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities and change in net assets. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Payroll, payroll taxes, and employee benefits	Time and effort
Payroll service fees	Time and effort
Occupancy	Square footage
Computer	Usage, consumption
Telephone	Usage, consumption
Supplies	Usage, consumption
Insurance	Usage
Marketing	Usage

Income Taxes

The Organization is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code and is exempt from Federal and state income taxes. As a nonprofit entity, the Organization is subject to unrelated business income tax, if applicable. In accordance with FASB ASC 740, *Income Taxes*, the Organization applies the "more likely than not" threshold to the recognition and derecognition of tax positions for its financial statements. Management has evaluated the Organization's tax positions and has concluded that there were no uncertain tax positions that qualify for either recognition or disclosure in the accompanying financial statements.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recently Adopted Accounting Pronouncement

In June 2016, FASB issued Accounting Standards Update ("ASU") No. 2016-13, *Financial Instruments—Credit Losses* (Topic 326) ("ASC 326"), along with subsequently issued related ASUs, which requires financial assets (or groups of financial assets) measured at amortized cost basis to be presented at the net amount expected to be collected, among other provisions. ASC 326 eliminates the probable initial threshold for recognition of credit losses for financial assets recorded at amortized cost, which would result in earlier recognition of credit losses. It utilizes a lifetime expected credit loss measurement model for the recognition of credit losses at the time the financial asset is originated or acquired.

The Organization adopted ASC 326 using the modified retrospective method at July 1, 2023, and it did not have a material impact on the financial statements and related disclosures as of and for the year ended June 30, 2024.

Subsequent Events

The Organization has evaluated subsequent events through December 2, 2024, the date the accompanying financial statements were available to be issued. There are no subsequent events that required recognition or disclosure in these financial statements.

NOTE 3. LIQUIDITY AND AVAILABILITY

The following represents the Organization's financial assets as of June 30, 2024:

Financial assets at year-end:

Cash	\$ 154,046
Promises to give	<u>77,710</u>

Financial assets available to meet general

expenditures over the next twelve months	<u>\$ 231,756</u>
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The Organization's goal is generally to maintain financial assets to meet six months of operating expenses. The Organization's most significant expenditures are payroll and contributions to family 529 plans. The Organization determines on a year to year basis, based on assets available, performance, and the amount of expenditures. The Organization's financial assets are not subject to donor restrictions.

NOTE 4. INVESTMENTS

Investments at June 30, 2024, are stated at fair value and consisted of the following:

	<u>Fair Value</u>	<u>Cost</u>	<u>Unrealized Appreciation</u>
Investments	\$ <u>27,435</u>	\$ <u>26,250</u>	\$ <u>1,185</u>

The Organization had no capital commitments or redemptions amounts associated with the CollegeBound Saver accounts as of June 30, 2024.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 5. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30, 2024:

Computer equipment	\$ 6,167
Office furniture and equipment	4,525
Less: accumulated depreciation	<u>(6,507)</u>
	<u>\$ 4,185</u>

Depreciation expense totaled \$2,600 for the year ended June 30, 2024.

NOTE 6. IN-KIND DONATIONS

The value of the Organization's in-kind donations consisted of the following for the year ended June 30, 2024:

Marketing	\$ <u>9,659</u>
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In-kind donations consist of general marketing donations from donors, which are valued at fair market value, based on actual cost marketing services donated.

NOTE 7. LEASES

The Organization has an operating lease for office space under a lease agreement expiring 2028. Total operating lease expense incurred for the year ended June 30, 2024, was \$58,640.

The following are future minimum lease commitments at June 30, 2024:

<u>Year ending June 30:</u>	<u>Amount</u>
2025	\$ 57,020
2026	58,705
2027	60,450
2028	<u>56,925</u>
Net minimum lease payments	233,100
Less: amounts representing interest	<u>16,030</u>
Present value of future minimum lease payments	217,070
Less: current portion	<u>50,004</u>
Lease liabilities, net of current portion	<u>\$ 167,066</u>

Cash paid for amounts included in the measurement of lease liabilities that are included in operating cash flows totaled \$58,640. The discount rate used for the Organization's operating leases is the risk free rate coinciding with the remaining operating lease term at commencement, which is 3.7%. The weighted average lease term for the operating lease is 3.92 years.

**PROVIDENCE PROMISE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

NOTE 8. RENTAL INCOME

The Organization leases office space to a tenant under an operating lease expiring in 2028. The Organization retains substantially all of the risks and benefits of ownership of the real estate assets leased to tenants. The Organization did not require a security deposit for the lease.

The Organization recognized the \$15,238 in fixed lease payments, as other income in the accompanying statement of activities and change in net assets for the year ended June 30, 2024.

Approximate future minimum rental income at June 30, 2024, is as follows:

<u>Year ending June 30, 2024:</u>	<u>Amount</u>
2025	\$ 15,699
2026	16,165
2027	16,652
2028	<u>15,684</u>
	<u>\$ 64,200</u>

Appendix 22: Applicant Group Resumes

Carol Aguasvivas

carolyaguasvivas@gmail.com

143 Woodbine St. Cranston, RI 02910 401.954.5811

PROFILE: A creative, purpose-driven leader with excellent organizational, analytical, supervisory, and time management skills. Excels in fast-paced, multi-departmental environments across government, nonprofit, and private sectors. Bilingual professional, proficient in operations, negotiations, strategic planning, and staff recruitment and development.

WORK EXPERIENCE

Office of the General Treasurer, Director, Unclaimed Property Division - Warwick, RI 2022-Present

Led efforts to modernize Rhode Island's Unclaimed Property Program, transforming it into one of the most advanced and proactive in the nation. Successfully reunited over \$86 million with nearly 150,000 residents over six years—more than any previous period. Played a key role in launching one of the first automated unclaimed property systems in the country, establishing Rhode Island as a national leader in the field. Spearheaded the "Your Money" initiative, a complex project involving new technology implementation, interagency data-sharing agreements, staff retraining, and public outreach. Developed and launched "Your Money for Small Businesses," which automatically returned funds to 1,000 small businesses and nonprofits in 2021. Manage a team of seven employees overseeing data integrity, claim processing, and audits. Responsible for preparing and managing a \$50 million budget, serving as custodian of a \$60 million securities portfolio, and overseeing the work of four auditing firms, including leading RFP processes for all unclaimed property contractors.

Office of the General Treasurer, Deputy Director, Crime Victim Compensation - Warwick, RI 2015-2021

Assisted the Director in leading Rhode Island's Crime Victim Compensation Program, helping thousands of victims recover from the financial impact of violent crime by distributing over \$9 million in aid. Played a key role in planning and executing statewide outreach efforts that doubled application volume, while strengthening relationships with police departments, hospitals, nonprofits, elected officials, and other stakeholders. Led initiatives to promote public awareness through education campaigns and community engagement. Supervised support staff reviewed police reports and background checks to determine eligibility and ensured full compliance with all relevant state and federal regulations. Contributed to securing federal and state grant funding and spearheaded legislative and regulatory reforms to expand the reach and effectiveness of the program.

ARAMARK Education in Providence Schools, Accounts Payable, Finance Manager - Providence, RI 2012-2015

Oversaw financial operations and facilities management to ensure safe, clean, and functional school environments that supported student learning and well-being. Managed a \$20 million capital project budget and processed over 600 invoices annually, ensuring accurate vendor payments and financial recordkeeping. Supervised and tracked expenditures for four building trades groups, supporting more than 45 union employees. Provided regular reporting on capital project spending to maintain fiscal responsibility and regulatory compliance. Led maintenance oversight efforts, ensuring that all buildings met safety standards and remained welcoming spaces for students, staff, and educators.

ARAMARK Education in Providence Schools, Service Response Manager - Providence, RI 2009-2012

Experienced Customer Service Manager dedicated to delivering high-quality service and fostering a customer-centric culture across the organization. Successfully improved customer experience by implementing strategic initiatives, building engagement, and ensuring consistent issue resolution from start to finish. Managed and tracked approximately 12,000 work orders annually, including coordination with external contractors and vendors. Played a key role in budget preparation, management, and fund disbursement. Collaborated with the Director of Community Relations to support 50 education facilities, leading efforts around community events and annual back-to-school planning.

R.I Air National Guard, Knowledge Operations Manager (3D0X1)/ Recruiting and Retention - Quonset, RI 2009-2015

Served as Knowledge Operations Manager for the Rhode Island National Guard, supporting over 300 personnel through administration of GI Bill counseling, Post-9/11 benefit transfers, and tuition waiver authorizations. Managed enlistment incentives and bonuses for new recruits, maintained detailed personnel records using database systems and Microsoft Office, and developed executive-level logistics reports. Created and implemented Morale and Welfare programs for deployed members. Oversaw the secure handling of sensitive, classified, and Privacy Act-protected documents, and maintained electronic filing systems in accordance with complex disposition schedules.

R.I Army National Guard, Logistics Specialist -M.P – East Greenwich, RI and Warren RI 200-2008

Served as an Automated Logistical Specialist, responsible for managing the inventory, storage, and distribution of military supplies and equipment. Handled the receipt, inspection, and organization of goods, ensuring accuracy and accountability in all logistical operations. Maintained detailed records using automated systems to track stock levels, shipments, and supply requests. Supported mission readiness by issuing equipment, monitoring maintenance needs, and coordinating timely resupply efforts. Demonstrated strong attention to detail, data entry accuracy, and organizational skills in a fast-paced, high-stakes environment.

Boards

RI Hispanic Chamber of Commerce-Vice Chairwoman
Cranston Juvenile Hearing Board-Board Member at Large
President of Community Angels

EDUCATION

Rhode Island College - Providence, Rhode Island
Bachelor's Degree in Public Administration

JOSHUA LAPLANTE

34 Crestwood Drive, Narragansett, RI 02882
(401) 207-7694

Education

laplante.joshua@gmail.com

2010-2011	Principal Residency Network: Principal Certification Program	Providence, RI
2008-2010	Brown University: MA - ESL and Cross-Cultural Studies	Providence, RI
2005- 2008	Providence College: MEd - Secondary Education	Providence, RI
1994-1998	University of Rhode Island: BS, Physical Education- Athletic Training and Exercise Science	Kingston, RI

Professional Summary

Education involves a community of committed members; students who want to excel, parents who encourage and support the educational programs, and a faculty and staff that prioritizes the success of each member. It is necessary to commit to a level of professional responsibility for student outcomes where collaboration, professionalism, and goal- driven moral courage become the foundation for proactive communication. It is my goal to; support the commitment to equity in every program, course, and interaction; encourage innovation and risk-taking; communicate recognition for effective practices; encourage students to assume leadership roles; promote professional learning community philosophies; and continue to build strong relationships between school leadership and members of the school communities.

Professional Work Experience

2024-Present	RI Education Collective, Chief Innovation Officer	Providence, RI
<ul style="list-style-type: none">Responsible for owning and managing all elements of RIEC's school investment and school improvement strategies, including due diligence, exploring and executing all available pathways for seat creation (incubation, CMO recruitment, and quality school expansion/replication), maintaining a Seats Plan and school performance dashboard, talent initiatives, and providing capacity-building opportunities for school leaders and educators.Manage RIEC's facilities function- identifying school needs, project managing real estate and financing, and coordinating with the Senior Advisor and Chief of External Affairs on advocacy strategy. This role also supports the organization's research function in collaboration with the Director of Development & Communications.		
2015-Present	The Greene School, Superintendent/Head of School	West Greenwich, RI
<i>EL Education Credentialed and Mentor School Designation 2022</i> <ul style="list-style-type: none">Cultivated Rhode Island's Highest Performing Charter Public High School since 2019 and guided The Greene School through RIDE monitoring visits and two successful charter renewal applications.Promote school mission for developing engaged citizens and leaders through environmental education and social justice.Developed the school improvement plan at The Greene School through strategic planning processes with various stakeholder groups.Manage the full range of federal grants in the CRP and grant applications through private funders.Led the school through a \$2.4 million property purchase and building renovations.Participate in academic standards, facilities, finance, and development committees for accountability, planning, and policy development for systems and program improvement.Manage district budget, schedule changes, courses options, pathways and endorsements by strategically allocating resources to increase student achievement and fiscal responsibility.Restructured special education and English learning supports and services.Initiated an RtI/MTSS system for student supports and interventions.Provide direct coaching to aspiring principals and teaching staff through professional learning experiences, supportive coaching structures, and evaluation strategies.Design and facilitate professional development series for curriculum, assessment, and instruction strategies.Conduct evaluations of teachers and administrators using the Rhode Island model for performance evaluations.Partner with EL Education to build a culture of reflection and data-based decision making.		

- 2015-2016 Center for Leadership and Educational Equity, Coach Providence, RI**
- Co-designed and facilitated diverse professional learning experiences that increase educator capacity to address inequities in student outcomes.
 - Serve as school-based coach to teams of school and teacher leaders engaged in continuous improvement efforts to increase equity.
 - Serve as co-facilitator in the implementation of the United States Department of Education Turnaround School Leader Program Grant.

- 2011-2015 Central Falls High School, Principal Central Falls, RI**
- Led a team of school reformers to create and implement a plan to transform Central Falls High School monitored by the Rhode Island Department of Education.
 - Instructional leader of the high school, responsible for curriculum, instruction and assessment supports.
 - Responsible for implementing all aspects of the Protocol for Intervention of Persistently Low Achieving School.
 - Hire, train, supervise and evaluate a staff of approximately 100 diverse teachers and support staff.
 - Responsible for developing a school atmosphere that fosters success for 900 students and their families in a safe and caring environment.
 - Led and organized NEASC visit supports and initiated school improvement plans according to team recommendations.
 - Mentor Aspiring Turnaround Leaders with the NYC Leadership Academy and Principal Residency Network.
 - Construct a differentiated professional development plan identified through district and school priorities.
 - Supported and monitored the development of multiple pathways and extended learning opportunities all students.
 - Designed a grade 9 Transition Academy guided by individualized and administrative intervention support for students and families, which yielded an 80% four-year graduation rate.
 - Sponsored and promoted a New Comers program in partnership with the Guatemalan Consulate for students with limited or interrupted formal education.
 - Co-facilitated an active community attendance campaign in partnership with local radio stations (PODER, LPR, Catholic Spanish Radio Providence), church groups, and Providence Español newspaper groups.

- 2008-2011 Central Falls High School Central Falls, RI**
Academy Leader: S.T.E.M.
- The academy was designed to offer a preparatory program that provided students with a rich and diverse science curriculum supported through the use of technology and practical application such as laboratory activities, internships, field-work, seminar series, and senior projects.*
- Developed Career and Technical Education Programs (C.T.E.) for the Environmental Science Academy and managed funds through Perkins for program development
 - Hosted Speaker Seminar Series including Bob Ballard and JASON Project Scientists and Researchers
 - Solicited 12 community partnerships for local, state, national, and international field experiences and education programs and facilitated quarterly advisory board meetings with partners for field work and curriculum planning
 - Selected as Rhode Island's first L.E.A.F. (Leaders in Environmental Action for the Future) school through The Nature Conservancy

- 2006-2011 Central Falls School Department, Teacher Central Falls, RI**
 Biology (ESL and Honors), Physical Science (ESL), Environmental Biochemistry (ESL), Anatomy/Physiology, Ecology, Environmental Science
- Development and implementation of lessons supporting various learning styles and promoting language proficiency while maintaining appropriate grade level rigor and application*

- 1999- 2006 The Prout School, Teacher Wakefield, RI**
 Biology, Oceanography, Physical Education/Health, Nutrition Science
- Development and organization of curriculum and supplementary laboratory experiences and field- work*

Awards and Honors

- EL Education Mentor School Leader 2023
- Rhode Island Environmental Organization of the Year 2022
- Honored in *The Silver Lining* (2018) authored by three-time Olympic swimmer Elizabeth Biesel
- Publication: Case Studies of Clinical Preparation in Teacher Education (Chapters 4-6) 2017
- Highlighted in *A School in Trouble* (2010) and *Hope Realized* (2015) authored by Dr. William Holland
- Recognized for Environmental Programming 2011 TIDES Magazine- Save the Bay
- Environmental Science Achievement Award 2010
- Publication: Science lesson for ELLs, Sheltered Instruction Observation Protocol (SIOP) 2009

Professional Activities

- Rhode Island Environmental Education Association: *Assessment for Environmental Literacy*, Co-Chair
- EL Education National Conference Attendee 2015-2018, 2016 Presenter-*Successful Leadership Transitions*
- Community of Practice for Executive Directors, Superintendents, and Heads of Schools within the EL Education regional network using instructional rounds and consultancy protocols- SY 2017, 2018
- National Association of Secondary School Principals, Conference Presenter- *School Transformation* 2015
- American Federation of Teachers, Conference Presenter-*Clinical Practice in Teacher Preparation* 2015
- New England Secondary School Consortium Conference Presenter- *High School Reform* 2012
- Regional Conference for School Transformation, Washington DC 2011
- Save the Bay Education Advisory Board Member 2010

Certifications and Memberships

- RI Teaching Certification: Biology, General Science, ESL grades 7-12
- RI Certification: School Administrator grades K-12
- RI Certification: Superintendent
- Rhode Island Association of School Principals
- National Association of Secondary School Principals
- Rhode Island Environmental Education Association, Board Member 2016-Present (President 2025)
- Narragansett School Committee Elected September 2020-2022: Negotiations Committee, Diversity Committee, Special Education Advisory Counsel

JOSE L. VALERIO

305 Iron Mine Hill Rd · North Smithfield, Rhode Island 02907
Jlvalerio86@gmail.com · (401) 787-1869

PHILOSOPHICAL OBJECTIVE

To responsibly utilize my administrative leadership and organizational skills to help create a safe and focused student-centered school environment in which children learn and parents, families and community participants feel welcome.

EDUCATION

M.Ed. in Elementary Administration, 2000, Providence College, Providence, RI 02918

State of Rhode Island / English as a Second Language Certification, 1992, Rhode Island College,
Providence, RI 02908

BS in Elementary Education, 1991, University of Rhode Island, Kingston, RI 02881

LEADERSHIP EXPERIENCE

Retired Substitute Administrator

SUBSTITUTE PRINCIPAL OR ASSISTANT PRINCIPAL— Providence School Department September 2022 – Present
Helping administrators in different elementary and middle schools create a high performing school culture focused on student learning and improvement.

Lillian Feinstein at Sackett Elementary School

PRINCIPAL — PROVIDENCE, RHODE ISLAND July 2018 – June 2022
Instructional Leader and Manager; Creating a high performing school culture focused on student learning and improvement.

Calcutt Middle School

2018 School Reform Officer / PRINCIPAL — CENTRAL FALLS, RHODE ISLAND July 2017 - June
Supported Central Falls Superintendent by switching roles and schools to help improve the most, academically and behaviorally demanding school in the city.

Veterans Memorial Elementary School

PRINCIPAL — CENTRAL FALLS, RHODE ISLAND July 2015 - June 2017
Instructional Leader and Manager; Creating a high performing school culture focused on student learning and improvement.

Mary E. Fogarty Elementary School

June 2015 TEACHER — PROVIDENCE, RHODE ISLAND July 2014 –
5th grade ESL Teacher; Teach the Providence School Department Curriculum to students with Limited English Proficiency and work with teachers to improve the culture of the school.

Lillian Feinstein at Sackett Elementary School

TURN AROUND PRINCIPAL – PROVIDENCE, RHODE ISLAND

July 2010 – June 2014

Placed in the 3rd lowest performing school in the state to strategically improve student data results and the culture of the school.

Alfred A. Lima Sr. Elementary School

PRINCIPAL – PROVIDENCE, RHODE ISLAND

July 2004 - June 2010

Instructional Leader and Manager, Creating a high performing school culture focused on student learning and improvement in the district's only dual language school.

Frank Spaziano Elementary School

PRINCIPAL – PROVIDENCE, RHODE ISLAND

July 2001 – June 2004

Instructional Leader and Manager of the school.

Reservoir Avenue and Webster Avenue Elementary School

January 2001– June 2001

ASSISTANT PRINCIPAL – PROVIDENCE, RHODE ISLAND

Oversaw the day-to-day operations of these neighborhood schools.

Alfred A. Lima Sr. Elementary School

ASSISTANT TO THE PRINCIPAL – PROVIDENCE, RHODE ISLAND

1997-2000

Helped oversee the day-to-day operations of school.

LEADERSHIP ACTIVITIES

President of Dorcas Place Board, An Adult Literacy Organization which offers low-income parents educational opportunities like ESL classes, GED 2011

Vice-Chair of Dorcas Place Board, An Adult Literacy Organization which offers low-income parents educational opportunities like ESL classes, GED 2009, 2010

Treasurer of Dorcas Place Board, An Adult Literacy Organization which offers low-income parents educational opportunities like ESL classes, GED 2008

Secretary of Dorcas Place Board, An Adult Literacy Organization which offers low-income parents educational opportunities like ESL classes, GED 2007

Member of the Dorcas Place Board, An Adult Literacy Organization which offers low-income parents educational opportunities like ESL classes, GED 2006

Institute for Learning's (IFL) Principal Think Tank University of Pittsburgh

Selected as one of five Principals in the Providence School Department that meet with other urban Principals from 8-12 Districts to assist the IFL in creating and refining research and practical practices, 2001-2005

Providence School Department's Teacher of the Year Interview Committee, Selected to interview

and select 6 teachers out of 40 plus applicants. 2003-2004 SY

SALT Team Member, Conducted a school visit as part of a team of educators and co-authored a SALT Report, February 2003

Lead Implementation of Reading First Grant Program at Laurel Hill and Alfred Lima Elementary Schools, January 2003 to 2009

Rhode Island Children's Crusade Program, Received Grants to implement programs at Laurel Hill and Alfred Lima Elementary Schools, 2001-2004

ER&D Courses, Attended the Beginning Reading Instruction and the Reading Comprehension Trainings, Summer 2004 and 2005

Attended Three National Reading First Conferences in New Orleans, Nevada, and Tennessee Summer 2005, 2006, 2008

Rhode Island Teachers and Technology Institute (RITTI), Attended week-long professional development for administrators on how to use a computer to do Power Point Presentations and how to access SALT Data, Summer 2001

COMMUNITY SERVICE

Member of Providence's Children Youth Cabinet (CYC), A group of city-wide representatives led by Superintendent Lusi and the DCYF Director, directed to discuss and plan what program and changes are needed to better service our students academically, socially and health wise. May 2013 – June 2015

Member of the Evidence 2 Success Data Committee and Program Committee, two subgroups of the CYC that are focused on looking at student data and recommending evidence-based programs. May 2013-May 2014

Parent Representative of the Paul Cuffee K-8 School S.I.T., Met about 8 times per year with a group of Paul Cuffee Staff and Administrators to discuss how to improve the school. 2008 -2010

Volunteer Manager of the Lillian Feinstein @Sackett or the Alfred Lima Elementary Instructional Baseball Team in the Elmwood Little League, 2001-present

Award Candidate for the 1998 PROBE Excellence in Teaching the Alfred A. Lima Sr. Elementary School Faculty and Staff supported my nomination for this award in recognition of my first year of service to the children and the learning needs of the two-way bilingual school.

Donation of a commercial location for the Providence Police Department Sub Station/Mt. Hope Learning Center, to help promote safety in a neighborhood community and establish a learning center that will be a tutorial and computer center. January 1998-2000

Manager of Elmwood Little League Baseball Teams 2004- 2015

REFERENCES Available upon request

SARAH A. ARNTSEN

arntsen.sa@gmail.com

RESUME SUMMARY

Mission-driven leader with 15+ years of experience advancing educational equity through program design, implementation, and cross-sector partnerships. Skilled in leading large-scale initiatives that build organizational capacity and expand opportunity. Proven track record of managing multi-million-dollar grants, scaling workforce and talent development programs, and coaching high-performing teams. Led partnerships with school districts, state education agencies, and innovative postsecondary programs that bridge K–12 and career readiness. Adept at aligning program strategy with organizational goals and fostering inclusive, growth-oriented team cultures.

PROFESSIONAL EXPERIENCE

RHODE ISLAND EDUCATION COLLECTIVE (Independent Contractor), Providence, RI **April 2024–Present**

- Leading the development of a charter school application, focusing on creating a dual language and full-service community school, aimed at enhancing educational outcomes and providing comprehensive support services to students and their families.
- Designing educational and operational frameworks aligned to state policy, community priorities, and long-term sustainability.
- Building coalitions with community leaders, educators, and policymakers to shape school design and mobilize support for the charter initiative.
- Conducting needs assessments and program research to inform the design of responsive, community-rooted academic and support services.

TNTP, New York, NY
2023

March 2011–November

Partner, New Teacher Preparation and Development/Talent Practices
2019–November 2023

June

- Led five cross-functional teams (30+ staff) within a matrixed organization to scale teacher preparation and recruitment programs, digital learning platforms, and operational systems aligned to talent development goals.
- Designed and optimized operational systems to streamline program implementation, improve efficiency, and ensure strategic priorities were met across teams.
- Secured and led implementation of a \$12M federal SEED grant to expand access to the teaching profession through scalable apprenticeship models across three major districts
- Developed and delivered performance reports for funders, stakeholders, and internal leadership, using data insights to drive strategic decision-making and program improvements
- Set strategic vision and team goals; coached staff, supported cross-sector partnerships, and fostered a culture of continuous improvement and accountability
- Trained National SEED facilitator, led monthly diversity, equity, and inclusion cohort, promoting dialogue across difference with 36 participants annually.

TNTP, New York, NY
Director
2014–2019

Providence Public Schools (Contract) (2018–2019)

- Partnered with district leadership to support multi-year grant implementation and equity initiatives.
- Engaged with school-based teams, families and students to understand community perspective and established values and principles for ensuring student and family voice was central to the district's goals.

Gary Community School Corporation (Contract) (2018-2019)

- Designed and led principal training focused on standards aligned instruction, early hiring and differential retention.

Bay District Schools (Contract) (2018-2019)

- Designed ELA Literacy trainings and coached instructional specialists to support rigorous professional development.

New York City DOE (Contract) (2017-2018)

- Advised the New York City Office of Teacher Recruitment and Quality on the insourcing of the NYC Teaching Fellows program.
- Led transition of communications and operations workstreams to ensure program quality and program satisfaction.

West Texas SEED (Contract) (2018)

- Partnered with the Texas Region 18 Educational Service Center (ESC) through Federal SEED grant, supporting 33 school districts and seven charter schools across 19 counties, to reimagine a pre-existing alternative certification program.

Rural Louisiana District (Contract) (2017)

- Built mentor coaching model alongside Lincoln and Richland Parish District (LA) staff.

Boston Public Schools SEED (Contract) (2015-2017)

- Supported Boston Public Schools (BPS) to design and launch a district-run teacher training program aligned to district vision and priorities.
- Partnered with BPS to submit a successful program approval application to the Massachusetts Department of Elementary and Secondary Education.

Boston Public Schools Human Capital (Contract) (2014-2016)

- Trained Boston Public Schools' principals to implement a rigorous interview process to significantly improve the average hire date, reduce the number of days positions are posted and facilitate mutual consent matches, resulting in 83% of positions posted in March 2015 to be filled by July 1st, 2015, as opposed to nine percent filled by July 1st, 2014.
- Led staffing support for two hard-to-staff schools with 50% or more vacancies, resulting in zero vacancies on the first day of school.

TNTP, New York, NY

Site Director-Rhode Island Teaching Fellows

2012-2014

- Developed and set instructional vision for teacher performance for 25 new teachers each year.
- Managed and developed a team of two towards rigorous recruitment, selection, and teacher quality goals.
- Built partnerships with key stakeholders including Rhode Island Department of Education clients, district leadership, teacher preparation partners, and school leaders in order to improve teacher quality.
- Led program evaluation, utilizing data to implement solutions to meet teacher quality goals.
- Achieved high performance ratings for Fellows, in 2012-2013 100% of Fellows were rated by principals as the same as or better than other first year teachers.

TNTP, New York, NY

Training and Instruction Manager-Rhode Island Teaching Fellows

2011-2012

- Executed high quality training and certification program for new teachers.
- Led recruitment, training, and management of part-time staff members supporting new teacher development.

NEW HAVEN SCHOOL DISTRICT, New Haven, CT

2006-2009 *Secondary Spanish Teacher*

- Instructed Spanish as a foreign language to middle and high school students.
- Implemented reading intervention program to raise language arts skills and secured inter-district grant to raise cultural awareness of the Middle East.

BOARD LEADERSHIP

Montessori Community School of Rhode Island, Board Governance Chair

2019-2022

- Co-led hiring process for new executive director and implemented systems and structures to support school sustainability.

EDUCATION

Harvard Graduate School of Education, Ed.M., Education Policy and Management

2010

College of Wooster, Bachelor of Arts, *Dean's List*, B.A.in Spanish, Minor in Sociology

2006

Universidad de Córdoba, PRESHCO Spain Study Abroad Program

2003-2004

SARAH HESSON
RHODE ISLAND COLLEGE
EMAIL: SHESSON@RIC.EDU
WEBSITE: SARAHHESSON.ORG

EDUCATION

Doctorate of Philosophy, Urban Education, May 2016
The Graduate Center, CUNY (City University of New York), New York, NY
Dissertation: *Bilingual Latino Middle Schoolers on Language and Racialization in the US*

Master of Science in Teaching, Bilingual Childhood Education, May 2007
Fordham University, New York, NY

Bachelor of Arts, Comparative Literature; Minor: Spanish, May 2004
Bryn Mawr College, Bryn Mawr, PA

PROFESSIONAL EXPERIENCE

Associate Professor of TESOL and Bilingual Education
Co-Director, TESOL and Bilingual Education Programs
September 2020-present
Rhode Island College, Providence, RI

Assistant Professor of TESOL and Bilingual Education
Director, TESOL and Bilingual Education Programs (As of September 2016)
September 2015-May 2020
Rhode Island College, Providence, RI

PROFESSIONAL DEVELOPMENT/ CONSULTING EXPERIENCE

Consultant for Providence Public Schools; RI — 2023-2024
Provided professional development to ESOL and dual language bilingual public school teachers pk-12 in Providence on translanguaging pedagogy, in person and online.

Consultant for Bristol, Barrington, Warren, & Tiverton Public Schools; RI — Spring 2022-2023
Provided professional development to public school teachers pk-12 in Bristol, Barrington, Warren, & Tiverton on translanguaging pedagogy.

Consultant for Raíces Dual Language Academy; Central Falls, RI — Spring 2022
Conducted focus group with dual language teachers from Raíces Dual Language Academy; Developed Language-Centered Social Justice Standards; Developed unit of study for pk-8 around the theme "Me and My Bilingual Community"; Provided professional development for all teachers in the school on Language-Centered Social Justice Standards and unit of study.

PUBLICATIONS

SELECTED PEER-REVIEWED JOURNAL ARTICLES

Ascenzi-Moreno, L., Hesson, S., & Menken, K. (2015). "School leadership along the trajectory from monolingual to multilingual," in *Language and Education*, DOI: 10.1080/09500782.2015.1093499.

SELECTED BOOK CHAPTERS AND OTHER PUBLICATIONS

Hesson, S. (2022). "Reimagining language policy through the lived realities of bilingual youth," in *Re-making multilingualism: A translanguaging approach*, Bristol, UK: Multilingual Matters.

Woodley, H., Cioè-Peña, M., **Hesson, S.**, & Solorza, C. (2021). "Different places, different issues: Teacher education reimagined through the CUNY-NYSIEB experience," in *Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project*, New York: Routledge.

García, O. & **Hesson, S.** (2015). "Translanguaging frameworks for teachers: Macro and micro perspectives," in *Multilingualism and Language in Education: Current Sociolinguistic and Pedagogical Perspectives from Commonwealth Countries*, Cambridge, UK: Cambridge University Press.

Hesson, S., Seltzer, K., & Woodley, H. (2014). *Translanguaging in curriculum and instruction: A CUNY-NYSIEB guide for educators*, published for internal use through CUNY-NYSIEB, CUNY Graduate Center, available online at <http://www.nysieb.ws.gc.cuny.edu/files/2014/12/Translanguaging-Guide-Curr-Inst-Final-December-2014.pdf>.

CONFERENCE PRESENTATIONS & INVITED LECTURES

Hesson, S. (2021, April). "Language Policy Considerations From Bilingual Adolescent Latinx Youth," presented at the Annual Meeting of the American Educational Research Association, virtual platform.

Hesson, S. (2021, April). Invited to join panel discussion, "A Praxis of Translanguaging: Centering Children's Language Practices in/and/with Community," at Praxis of UE2021 series at the Urban Education Program at Graduate Center, CUNY, New York, NY.

Hesson, S. (2020, April). "Language Policy Considerations From Bilingual Adolescent Latinx Youth," to have been presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. [Cancelled due to COVID-19.]

Hesson, S. (2018, April). "Making sense of the intersections of languaging and racialization with bilingual Latinx middle schoolers," presented at the Annual Meeting of the American Educational Research Association, New York, NY.

PROFESSIONAL AND SERVICE ACTIVITIES/ EXPERIENCE

2022-2024 Member and Chair (2023-2024) of College Lectures Committee, RIC

2017-2023 Member of FSEHD Scholarship Committee, RIC

2016-2023 Member of conference committee for Rhode Island Teachers of English Language Learners

HONORS, AWARDS, AND FELLOWSHIPS

Outstanding Dissertation Award, Third Place, 2018. National Association for Bilingual Education.

Outstanding Dissertation Award, Second Place, 2017. American Educational Research Association, Bilingual Education Research Special Interest Group.

Rachel Palumbo

rachelpal18@gmail.com | (774) 571-9054 | 10 Doyle Lane, Hopkinton, MA 01748

*Highly **dedicated, strategic, and solutions-oriented** nonprofit professional with nearly 10 years of community-based work experience and a dynamic set of **fundraising, writing and communications, evaluation design and data-analysis, marketing, and other skills.***

EDUCATION

Brown University, Providence, RI

Completed May 2021 | GPA: 3.9

A.M. Urban Education Policy

Urban Education Fellowship Recipient

Bentley University, Waltham, MA

Completed May 2018 | GPA: 3.69

B.S. Information Design and Corporate Communication |

Concentration: Health and Industries

Academic Honors: President's List 4 terms, Dean's List 4 terms

WORK EXPERIENCE

PROVIDENCE PROMISE, PROVIDENCE, RI

Development Director (formerly Development Manager 2022-2024)

9/2022 –

Present

- Leads the design and implementation of ~\$1M annual Fundraising Strategic Plan, working with the Executive Director to steward a diverse foundation, corporate, government, and individual donor portfolio and write 60+ grant and funding requests each year.
- Oversees strategic vision, planning and execution of fundraising campaigns and events, including a \$170,000+ corporate campaign in May, a \$115,000+ individual donor campaign around Giving Tuesday in December, and a donor acknowledgement breakfast.
- Manages a highly-engaged Fundraising Subcommittee of the Board, including monthly meeting agenda and material creation, meeting facilitation, and frequent communication regarding revenue activities, campaign support, and donor stewardship.
- Supports the Executive Director with measuring impact across organizational and department goals, measures of success, annual benchmarks and quarterly targets, including the creation of an extensive, team-wide data dashboard and the design of a first-time statistical evaluation of org-wide impact using participant-reported outcomes from two treatment and control groups.
- Leads strategic vision, design and implementation of organizational marketing and public relations efforts, including design of a 20+ page Annual Report, facilitation of a new Subcommittee of the Board (2024), creation of an accompanying annual Marketing/PR Strategic Plan, and the completion of a quarterly donor/partner newsletters to 800+ recipients.
- Supports the Executive Director with other special projects as assigned, including revenue and expense forecasting, annual budget creation, board meeting facilitation, and the creation of a multi-year organizational strategic plan (2025).
- Manages a full-time Finance and Operations Coordinator and several interns, including a Brown University Graduate Student.

CITIZENS FINANCIAL GROUP, INC., PROVIDENCE, RI

Public Affairs Partner

3/2022 – 9/2022

- Served as assistant to the Head of Corporate Affairs/Chair of Citizens Charitable Foundation, overseeing communication with internal and external constituencies, managing all inbox and calendar activities, and preparing briefing materials and reports.
- Supported Corporate Affairs activities, including campaign facilitation, presentation design, and other projects as assigned.

PROVIDENCE PUBLIC SCHOOL DISTRICT, PROVIDENCE, RI

Policy and Board Services Coordinator

7/2021 – 3/2022

- Served as primary liaison to the Providence School Board and its Subcommittees, including preparing and facilitating all School Board meetings- ensuring all regulatory policies are met- and managing all communications between the Superintendent's Office.
- Oversaw district policy and regulations library, ensuring documents are organized and reflect current district functions, otherwise facilitating the research, writing, and implementation of new policies.
- Managed a part-time Board Services Assistant.

AUGENBLICK, PALAICH AND ASSOCIATES, DENVER, CO

Education Policy and Finance Research Fellow

10/2020 –

7/2021

- Led initiatives on a Mott Foundation project to identify effective after-school programs, including: designing a survey for more than 100 Afterschool Alliance Staff, researching and writing a document on the use of emergency COVID funding in education in all 50 states, and compiling a literature review on the impact and cost of extended learning programs.

- Assisted School Finance and Evaluation Teams, including researching and analyzing data across 50 states to assess accessibility of state Every Student Succeeds Act data and the availability of emergency COVID funding, and other projects as assigned.

TEACH FOR AMERICA, MASSACHUSETTS, INC., BOSTON, MA

Associate, Regional Operations (formerly Coordinator, Regional Operations 2018-2019)
2/2020

6/2018 –

- Served as assistant to the Executive Director, providing ongoing support to maximize his efficiency through priority-aligned calendar management and scheduling, travel arrangement, and expenditures processing.
- Planned and executed impactful retreats for 31 staff three times a year, led logistics and support for team engagements and other ad-hoc staff gatherings, and authored a detailed, weekly staff communication.
- Oversaw a ~\$1M operations budget, supported monthly budget planning and forecasting, processed expenses for 12 employees, served as regional buyer for all outgoing vendor and non-staff payments, and made annual fiscal strategy recommendations.
- Designed, implemented, and maintained office-wide systems, maximizing efficiency at three regional offices across MA.

BENTLEY UNIVERSITY, WALTHAM, MA

Student Director, Programs and Initiatives
5/2018

5/2017 –

- One of three students hired to lead the 125+ student-leader structure of the Service-Learning Center and Civic Engagement Center
- Designed, developed, and implemented a brand-new Civic Rewards Program to reward student civic leaders with incentives, involving website design, marketing material creation, an intensive 15- page business plan, and approaching 30+ local businesses
- From 2015-2017, oversaw student volunteers on-site at three local programs and supported Center operations and events.

Resident Assistant

8/2016 – 5/2018

- Supported up to 60 undergraduate students for 5 semesters to have a positive and inclusive residential experience.

First Year Seminar (FYS) Peer Leader
5/2018

8/2017 –

- Planned and facilitated college-introductory program for 15 first-year students during the fall of 2017 and spring of 2018.

VOLUNTEER EXPERIENCE

PROSPECT HILL COMMUNITY FOUNDATION (PHCF), INC. WALTHAM, MA

President of Board of Directors

7/2019 – Present

- Oversee board of directors for PHCF, a nonprofit located in and serving Waltham's largest subsidized housing community.
- Plan and facilitate monthly board meetings for 15 individuals, oversee fiduciary responsibilities, and lead board development.
- Make budgetary, hiring, and programmatic decisions that influence the strategic future of the organization.
- Served as a Board Member from 2017-2019, leading a first-time fundraising event that raised \$25,000, and supporting marketing.

CITY OF PROVIDENCE MAYOR'S OFFICE, PROVIDENCE, RI

Intern for Jillian Fain, Deputy Director of Youth and Education

10/2020 – 5/2021

- Analyzed the Providence Health Needs Assessment and Providence School District Turnaround Plan to identify measurement goals for a public/private cross-sector initiative designed by the Harvard EdRedesign Lab to tackle complex societal challenges.
- Attended weekly community group meetings to listen to and support ongoing education reform initiatives.

AWARDS AND RECOGNITIONS

Brown University Urban Education Fellow

June 2020

- Full scholarship recipient upon completion of three years working to support urban populations in Rhode Island.

Bentley University Falcon Society Member

April 2018

- Nominated and selected by peers to a society composed of a select group of students who are considered by others to have made an impact on Bentley's campus, while also maintaining strong academic performance.

<u>Santander Social Inclusion Seminar Scholar</u>	July 2018
<ul style="list-style-type: none"> One of twenty-six students selected internationally to attend a workshop at Georgetown University to explore the impact of Financial Technology in financial inclusion and natural disaster management. 	
<u>Bentley University Gregory H. Adamian Award for Outstanding Service to the Community Recipient</u>	May 2017
<u>Bentley University Residence Life Community Service Award Recipient</u>	May 2017

COMPUTER SKILLS

Stata, WIX, Adobe: Photoshop, Premier, and LightRoom, WordPress, Mailchimp, Microsoft Office Suite, Outlook, Google Drive

<u>Summer Intern, Office of College and Career Readiness</u>	6/2020	–
7/2020	<ul style="list-style-type: none"> Researched and curated more than 100 strategies for a novel “Resource Hub”, a tool for educators to support at-risk students in grades 6-12 identified by the Rhode Island Department of Education's Early Warning System Presented with a team to the RIDE Office of College and Career Readiness recommendations to augment the current Early Warning System, including expansion to include grades 3-5, additional indicators, and strategies for incentive and roll-out 	

CITY OF PROVIDENCE MAYOR’S OFFICE, PROVIDENCE, RI

<u>Intern for Jillian Fain, Deputy Director of Youth and Education</u>	10/2020 – 5/2021
<ul style="list-style-type: none"> Analyzed the Providence Health Needs Assessment and Providence School District Turnaround Plan to identify measurement goals for a public/private cross-sector initiative designed by the Harvard EdRedesign Lab to tackle complex societal challenges. Attended weekly community group meetings to listen to and support ongoing education reform initiatives. 	

EVELYN COSME JONES

24 Tremont Street, North Providence, RI 02904 | 401-222-0974 | EvelynCosmeJones@gmail.com

SUMMARY

Culturally responsive, multi-literate, certified education leader with 20+ years of continuous work in schools. Sought and recognized by colleagues in the state as a mentor for urban English learning and as an authority on the Seal of Biliteracy. Is loyal to the vision and mission of work, while engaging in honest conversations and tenacious follow up for resolutions that forge next steps. Keeps up with emails and communications daily, without overspending time on them. Known reputation for maintaining positivity and seeking novel solutions within a setting of diverse family/student/educator talents and needs. Diversified skills include research, data analysis, translations, human capacity development. In a quest to build the organizational and instructional craft and creativity of practitioners, leaders, and collaborators to advance student learning.

SPECIALTIES

- Multicultural experiences and responsiveness-personally, professionally, locally, and abroad
- Biliteracy Proficiencies-English, Spanish, Portuguese; Reading/Listening-French; Listening-Italian
- Adept speaking, facilitation, writing skills

(RIDE)

- Maintenance of data and regulatory compliances for 1,000+ learners in highly mobile school district, with accuracy that yields supplementary funding
- Empowerment of colleagues via ongoing collaborations, shared leadership, mentoring, training

- Standardized teacher performance management evaluation systems
- Computer literacy: Google and Microsoft Suites, Student Information Systems, technology education student data
- Human capital networking, recruitment, interviewing, hiring, onboarding, training, supervision

CERTIFICATIONS

Rhode Island Department of Education

Valid Principal Certificate, K – 12th Grade 2005 – 2020 Spanish and Social Studies/History/Sociology Teaching Certificates, 7th – 12th Grade

World-class Instructional Design and Assessment Consortium (WIDA)

Kindergarten, New ACCESS Online and ACCESS Screener Test Training Certifications 2008 - 2018

EDUCATION

University of Rhode Island/Providence Public Schools Aspiring Principals Program

M.A. Educational Leadership 2003 – 2005 Special Project: Establishment of School Libraries at Hope HS

Brown University, Providence, RI

B.A. Hispanic Language and Linguistic, Teacher Education Certification Program, Spanish and Social Studies 1983 – 1987

EDUCATIONAL LEADERSHIP AND TEACHING

The Center for Leadership and Educational Equity **2018 - Present - Associate Director of Principal Residency Network Administration**

Lead and administer throughout the year marketing, recruitment, admissions, data, placements, graduation,, and advise and instruct aspiring principals.

Central Falls School District – RI – District Office **2010 – 2018 District Director – English/Dual/World Language Learning**

Maintain dated regulatory compliances, write budget/grant proposals and amendments, screen/place new students, develop/manage language services/projects/programs for 1,000+ diverse English learning students at six school sites, build family/educator/collaborator communications and capacity, sustain biliterate EL instructional assistants in language classrooms

Central Falls School District – RI – Central Falls High School 2008 – 2010 Building Assistant Principal and Principal – Comprehensive High School

Served to support instructional staff of 100+, varied community partners, 800 + students with families, in the areas of transformation, climate and culture (restorative practices), state/local assessment (portfolio), curriculum, and instruction

Providence Public School District –RI –E3, PAIS Academy, Hope Arts Academy, Central HS 2004 – 2008 Assistant Principal – Comprehensive High Schools

Managed day to day student discipline program, developed/maintained graduation portfolios

Providence Public School District – RI –Hope HS Academy of Information Technology, Mount Pleasant HS, Hope Essential HS

EVELYN COSME JONES PAGE 2 Teacher – Spanish Language and Culture 1998 - 2005 Instructed with standards-based curriculum and assessment 150+ students in multi-grade classrooms

Center for Hispanic Policy and Advocacy (CHisPA) – Providence, RI – The Bridge School

Teacher – English, Social Studies, Spanish, Electives 1996 - 1998 Planned and delivered academic lessons in the humanities to secondary students under suspension

The International Elementary School, The George Washington Middle School – Santo Domingo, Dominican Republic **Teacher – English 1993 - 1995** Instructed private school students in American culture and in English listening, speaking, reading, and writing

DIVERSE EXPERIENCES AND INTERESTS

Self-Employed and Volunteer – Various Locations

Translator and Interpreter – Educational, Health, Religious, Industrial Childhood – Current Provide personal, conference, simultaneous, and consecutive interpreting and written translations

Brigham and Women’s Hospital – Boston/Chestnut Hill, MA

Researcher – Altering C-Section Trends (ACT) Study 1990 – 1993 Recruited patients for innovative delivery approach intended to lower C-section rates

Department of Health – MA, MCH Evaluations – RI, Department of Health – RI

Researcher – Very Low Birth Weight, Prenatal Care, RITE Care Infant Health Insurance 1985 – 1997 Conducted pre- and post-intervention surveys, medical records abstractions, data entry, translations

Department of Social Services – Lawrence, MA

Social Worker – Children and Families 1988 – 1990 Investigated/case managed referred families, planned permanency adoptions, trained/approved foster families

INNOVATION

Seal of Biliteracy Award for Graduating High School Seniors – Central Falls School District

First Implementer in the state of Rhode Island 2015 – 2018 Mobilized legislatively, advocated regionally, engaged locally with RIDE/school district work groups for implementation to increase the number of graduating recipients. Percent increase of recipients from years 1 to 3: 15%-80%-111%.

PROFESSIONAL ACTIVITIES/MEMBERSHIPS

Multi-State Association for Bilingual Education (MABE) – Ashland, MA **2015 – Current Secretary – Current**

Maintain documentation, Twitter account, attend events, including La Cosecha, GLAD, Dual Language Guiding Principles, Translanguaging, Bridging, support legislation through coalescing, testifying, and writing on behalf of proposed language bills.

RI Teachers of English Language Learners (RITELL), WIDA, EL State Advisory, RI Foreign Language Association (RIFLA) – RI **Member – Current 2012 – 2018** Engage in workshops and impart to families/faculty/staff, inclusive of long-term English learners, SIOP delivered by author Deborah Short, special needs, grammar, scaffolding, immigrant students, customer service, cultural awareness and responsiveness

Center for Leadership and Educational Equity (CLEE) – Central Falls, RI

Principal Mentor – Secondary Level 2011-2013 Mentored school principal interns who currently serve as principals or directors

AWARD GRANT

Embassy of Spain Scholarship Recipient-Spanish language, culture, technology coursework – Salamanca **July 2018**

INTERESTS

Hiking aficionado, Spanish immersion of monolingual grandchildren, world languages learning through social media

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EDDA.CARMADELLO@GMAIL.COM

Edda R. Carmadello

EXPERIENCE

2025-present Sargent Center, Warwick, RI

Vice President Education Programs, Administrator

Responsible for the oversight of all educational programs and services at the Sargent Center school.

2023-2025 Johnston Public Schools, Johnston, RI

Assistant Superintendent, Administrator

Responsible for the implementation of special education, behavioral, and mental health programs to ensure high-quality instruction and services that emphasize individualization, evidence-based programs, tiered interventions, and inclusion; Title IX Coordinator

2020-2023 Johnston Public Schools, Johnston, RI

Director of Special Services, Administrator

Responsible for the implementation of special education, behavioral, and mental health programs to ensure high-quality instruction and services that emphasize individualization, evidence-based programs, tiered interventions, and inclusion. Title IX Coordinator

2018-2020 Providence Public School District Providence, RI

Executive Director of Specialized Instruction and Services, Administrator

Responsible for implementation of special education, early childhood, behavioral, and mental health programs, and Section 504 to ensure high-quality instruction and services that emphasize individualization, evidence-based programs, tiered interventions, and inclusion.

2013-2019 Rhode Island College Providence, RI

Adjunct Professor SPED 606: Special Education Administration

Develop opportunities for educators to understand federal and state regulations as related to special education administration; coordinate internships and placements; provide current research and best practice strategies for program development

2015-2018 Central Falls School District Central Falls, RI

Chief Academic Officer, Administrator

Coordinated with building principals and district leaders to provide an alignment of district resources and instructional plan; led teams to collaborate with other teams, departments, and stakeholders; developed instructional rounds system for continuous improvement

2009-2015 Central Falls School District Central Falls, RI

Director of Special Education & Student Services, Administrator

Coordination of federal and specialized programs; collaboration with district staff, RI Department of Education, and outside personnel to formulate, develop, implement, and evaluate compliance of federal and specialized programs. Develop, consult, and supervise professional development and improvement plans to ensure exemplary operations in the following special program areas: response to intervention (RtI); early childhood, social, and emotional learning; and transition life Skills.

2007-2009 Central Falls Public Schools Central Falls, RI

Principal, Capt Hunt Early Learning Center

Ensure safety and supervision for preschool and kindergarten students; evaluate teachers; ensure early childhood standards implemented; create budget; family engagement

1995-2007 Providence Public School Providence, RI

Instructional Coach (2004-2007) Collaborated with teachers, facilitators, administrators and district staff to analyze data and create professional development;

organized academic family events such as math and literacy nights ***Regular Educator***

Grade 6 (2001 -2004) Grade 6 Experience with Reader and Writer Workshop, Connected Math ***Special Educator (1995-2001)*** Grades 6,7, and 8 Self Contained Teacher

CERTIFICATIONS

Rhode Island Department of Education Professional Certificates

Certificate #: 13894 (Expires: 8/31/2027)

Superintendent; District Level Administrator- Special Education; Administrator of Special Education; Building Level Administrator Pk-12; Elementary / Middle Special Educator K-8; Elementary Educator 1-6

EDUCATION

2000 - 2005 Providence College Providence, RI

Masters of Education in School Administration Program

Concentration in Special Education Administration

1990 - 1995 Rhode Island College Providence, RI

B.S. Elementary and Special Education Honors in Student Teaching

OTHER

Public Education Teaching Award (1997)

Providence School District, Providence, RI

Exemplary Partner Award Special Education (2013)

Feinstein School of Education and Human Development, Rhode Island College

JON THATCHER

Plattsburgh, NY · (518) 791-4550 · jthatcher518@gmail.com · linkedin.com/in/jon-thatcher-0503a3154/

PROFESSIONAL EXPERIENCE

KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS

May 2020 - June 2024

Senior Advisor (January 2024 – June 2024)

Albany, NY

- Assumed interim leadership of the Talent Team and supported all staff recruitment efforts through Spring 2024.
- Maintained leadership of the Financial Management and Human Resources Teams and supported with the onboarding of the incoming Chief Operating Officer.

Chief Operating Officer (May 2020 – December 2023)

Albany, NY

- Served as a member of the Executive Team and played a key strategic role in the planning and execution of two mergers (1st in 2020 and 2nd in 2022) with existing charter schools.
- Created and executed the vision for school and regional operations (including HR, Finance, Facilities, Food Service, IT, Talent, Student Recruitment, and School Operations) to support the needs of an organization that grew rapidly from 2 schools to 7 schools between 2020 and 2023.
- Served as lead Financial Officer, creating systems for budget creation and budget management in order to effectively manage an approximately \$50m annual budget.

NEW YORK CHARTER SCHOOLS ASSOCIATION

July 2019 – December 2020

Director of Schools and Community Engagement

Albany, NY

- Organized regular meetings for charter school leaders across the state to foster collaboration between schools.
- Created and implemented a program for “Critical Friends” visits in partnership with Achievement Network for schools and leaders to share ideas and best practices.
- Managed the launch of Enroll Buffalo, the Buffalo common application for charter schools.

UNCOMMON SCHOOLS - TROY PREP CHARTER SCHOOL

2011 - June 2019

Regional Operations Advisor, Troy Prep (January 2019 – June 2019)

Troy, NY

- Assumed key regional operations responsibilities in the absence of an Associate Chief Operating Officer, including oversight and management of the operations leaders of Troy Prep Elementary, Middle, and High Schools.

Director of Operations, Troy Prep Elementary School (2013 – December 2018)

Troy, NY

- Optimized school operations by overseeing management of school operations team and \$5M budget, reporting to Associate Chief Operating Officer at Uncommon Schools, the nonprofit charter management organization that managed Troy Prep Charter School.
- Maintained compliance with state and federal regulations pertaining to education, safety, funding and general administration.

6th Grade Writing Teacher, Troy Prep Middle School (2011 – December 2013)

Troy, NY

- Designed course curriculum that consistently met student needs and ensured alignment with Common Core standards by conducting regular reviews, as well as auditing individual performance to gather data analytics.
- Elevated student engagement by creating daily instructional plans and giving ample opportunities to practice, while constantly analyzing student progress and assessing data to support students improve writing skills.

TEACH FOR AMERICA - LAS VEGAS VALLEY

2010 - 2011

Program Director

Las Vegas, NV

- Improved student outcomes by identifying gaps in teacher practices and developing improvement opportunities to maximize delivery effectiveness. Additionally, focused on motivational strategies and management tools to develop teachers.

ADDITIONAL EXPERIENCE

D.L. “DUSTY” DICKENS E.S., CLARK COUNTY SCHOOL DISTRICT

5th Grade Teacher and Teach For America Corps Member, 2007 – 2010

After School Program Founder and Manager, 2009 – 2010

EDUCATION

MASTERS OF EDUCATION, *Curriculum & Instruction*

University of Nevada

2009

Las Vegas, NV

BACHELOR OF ARTS, *History*

Union College

2007

Schenectady, NY

Appendix 23: Board of Directors' Resumes

- A. Carol Aguasvivas* (See Appendix 22)
- B. Victor Capellan
- C. Madalyn Ciampi
- D. Miosotis Alsina
- E. Krystel Acosta

Victor F. Capellán

Education Strategist & Systems Leader

Providence, RI | yfcapellan@gmail.com | 401-464-1333 |

<https://www.Linkedin.com/in/vcapellan>

Experienced leader with a demonstrated history of working with communities to make a lasting impact via education reform, social justice advocacy, and coalition building. Strategic and innovative professional, skilled in PK-12 Education, Program and Fund Development, Nonprofit Organizations, Volunteer Management, and Inclusive Leadership.

- Mission-driven executive with a track record of effectively serving students, families, and communities at the non-profit, school system, and state education agency level.
- Served as Senior Advisor to the Commissioner of the Rhode Island Department of Education and previously served as Superintendent of Central Falls School District.
- A skilled strategic and operational leader who has managed budgets totaling up to \$45M and raised over \$5M from diverse funding streams.
- Community-driven leader with a strong track record of investing and engaging communities and partnering with leaders at all levels of government.

PROFESSIONAL EXPERIENCE

CEO & Founder

January 2024 - Present

Rhode Island Education Collective

The Rhode Island Education Collective brings together students, families, educators, and community members who are passionate about improving our K-12 education system to collaborate on solutions that will have a lasting positive impact and ensure that every child can go to a great public school.

- Leading an organization focused on empowering community members to foster innovation that can produce significant improvements in educational outcomes for students.
- Developing a space that will prioritize students' needs, interests, and aspirations in education decision making and working to eliminate barriers for families by working against racism in all its forms to give all children access to equitable learning resources and experiences.

CEO & Founder

August 2022 - Present

The Capellan Group

Founded The Capellan Group, a BIPOC-Bilingual community-driven consulting firm dedicated to providing high-value and specialized solutions to the broader education ecosystem.

- Focused on harnessing the power of community to create impact, our consulting services aim to become a leader in solving education's most challenging problems by working with leaders in the field and coalescing with a broad cross-sector of community stakeholders.

Adjunct Professor

August 2021-May 2024

Providence College

Serving as an adjunct professor as a Clinical Supervisor for students in the Providence College Graduate Program for School Leadership.

- Teach EDU 530 and EDU 536, where I lead seminars, observe intern practices, and evaluate the performance and action research of the students.
- Responsible for guiding the development of Instructional Learning Plans and mentoring a group of graduate students who are aspiring administrators in the K-12 school system.

Senior Advisor to the Commissioner**July 2019 – Aug 2022****Rhode Island Department of Education**

Provided leadership and support to the agency and played an integral role in helping to deliver on the commitment to reimagining education for the 140,000 Pre-K-12 students in Rhode Island.

- Created and led the Commissioners Strategic Action Team to strategize and deliver on the vision for education, directly effectuate the Commissioner's strategic initiatives, and galvanize resources and partnerships to advance agency-wide strategies.
- Provided leadership and support in planning and implementing the state's intervention in the Providence Public Schools. Led the effort to create and facilitate the Community Design Team (CDT) and worked hand-in-hand with the community to establish the Providence Turnaround Action Plan (TAP), a vision for the district's turnaround.
- Helped lead a strong and agile response to the challenges presented by the education system during the COVID-19 pandemic. Worked as part of a cross-functional team that planned with all our school districts to ensure a safe and smooth reopening of schools.
- Created the Chief Equity and Diversity Officer position at the agency to provide leadership and inform the Commissioner on all issues related to diversity and equity and the development and sustenance of a vibrant culture of equity and belonging for all agency employees and the education community in Rhode Island.
- Led the team that launched the Reimagining High School initiative to dismantle barriers to meaningful opportunities for students in RI. Created a robust community engagement plan to reimagine the high school experience and provided leadership in drafting the proposal for revisions to the RI Secondary Education Regulations, which will profoundly impact all Rhode Island students.
- Offered steady leadership overseeing the transformational work of the School Building Authority, which has improved school buildings across the state. Established new programs grounded in equity, such as the Facility Equity Initiative and the PayGo Equity Adjustments that provided \$20 million in resources to support school communities that have historically been underserved. Accelerated construction projects in Providence Public Schools, launched a new ARTS program, and secured our schools' largest-ever housing aid package.
- Oversaw the charter team to establish three new charter schools and expanded an additional three. Conducted thirteen charter renewals and established a collaborative partnership between charters and traditional school districts to learn from each other to benefit all students.

Superintendent**July 2015 – July 2019****Central Falls School District, Central Falls, RI**

Executive leader for a district with 2,800 students, 395 staff members, and a budget of more than \$45 million. More than 90 percent of the students are eligible for free or reduced-price lunch, 30 percent are English-Language Learners, 24% have an Individualized Educational Plan and receive special education, and 92% are members of minority groups.

- Provide leadership and support to a staff of 30 administrators, 240 teachers, and 105 support team members.
- Led and organized constituents to collectively co-create and implement the district's strategic framework,

The Equity Blueprint for Success.

- Fundraised over \$8M in additional funding for district facilities and educational reform projects.
- Awarded a \$2.1 million grant from the RI Department of Education to implement an innovative school redesign plan.
- Awarded a \$300,000 grant from Barr Foundation to redesign Central Falls High School.
- Awarded a \$295,000 grant from the Nellie Mae Education Foundation for *Understanding the Root Causes of Inequities* in Central Falls.
- Partnered with Central Falls Mayor to solicit corporate and philanthropic donors to raise \$1.9 million to refurbish a dilapidated house and turn it into The McKenna Center for Teaching and Learning.
- Successfully negotiated collective bargaining agreements with two unions, including significant teacher raises and extensive flexibility.
- Lobbied the RI DOE and the Governor's Office to appropriate the necessary funding to settle an unprecedented collective bargaining agreement with the Central Falls Teachers' Union.
- Supported the creation and co-led the Rhode Island College/Central Falls Innovation Lab, a collaborative effort to leverage partnership resources with the college, which doubled the number of students attending RIC from Central Falls.
- Coalesce with six Charter Organizations to serve all school-aged children in Central Falls.

Engagement Director

July 2014 – July 2015

Mass Insight Education, Boston, MA

Provided coaching and strategic planning driven by research-based best practices to ensure the success of superintendents in struggling districts throughout the nation. Provided expert support focused on delivering technical assistance and building capacity to help districts close achievement gaps.

- Led a cross-functional Boston-based team that worked with district and school leaders around the country to create school turnaround plans and solutions.
- Provided strategic advice to increase student achievement, close achievement gaps, and increase graduation rates.
- Provided technical assistance to implement strategies and navigate the political landscape to build a positive and productive workplace culture to move the superintendent's reform agenda.
- Help school leadership teams think through difficult issues and decisions, anticipate problem areas, and provide alternate strategies or perspectives on issues.
- Responsible for growing the organization's reach nationwide by promoting and increasing the number of contracts secured by my team.

Deputy Superintendent for School Transformation

July 2010 – June 2014 Central Falls High School, Central Falls, RI

Recruited to serve as the transformation officer for Central Falls High School, one of the first high schools in the nation to be named a persistently low-achieving school. Responsible for the school reform plan's design, implementation, and overall leadership.

- Served as a change agent responsible for implementing all aspects of the Protocol for Intervention of Persistently Low Achieving Schools with a focus on improvement in student achievement.
- Improved graduation rate by an unprecedented 26 percentage points from 48% to 74% in 4 years.
- Decrease the dropout rate by 20 percentage points from 34% to 14%, ensuring that more students stay in school and graduate in 5 or 6 years.
- Developed a community wrap-around system of services that leverages the resources of community partners to meet the needs of students and families.
- Managed the school's \$1.3M School Improvement Grant to create programs for students and faculty that will yield a positive school culture and climate.
- Established the district's first performance management system to drive teacher improvement to move

beyond managed instruction to an environment of managed performance and empowerment.

- Develop a network of support to provide social-emotional trauma-informed services for students and staff.
- Created opportunities to groom a team of educators to become school educational leaders, several achieving administrative positions in the district and other schools around the state.
- Managed to improve relations between the teachers' union and the administration quickly and engaged in a healing process that led to a collaborative working relationship among all parties.
- Rebranded the school's reputation through social media, videos, community engagement, and partnerships from failing schools to thriving, proud schools and communities.

Assistant Superintendent/Chief Academic Officer

Aug 2008 – Jun 2010

Fall River Public Schools, Fall River, MA

Served as the district's second in command and provided leadership and guidance on all district-wide decisions.

Oversaw curriculum and instructional leadership as the Chief Academic Officer.

- Served as the Director of School Improvement & Leadership Services to support the schools' principals and instructional leadership team by providing or identifying resources for direct training, guidance, and school improvement initiatives.
- Developed a district-wide accountability system, including school quality reviews, progress reports, and an electronic data dashboard.
- Provided coaching and mentoring to the principals and created the Principals Network that fostered a strong network of interdependent support.
- Responsible for managing federal programs and funds totaling over \$16M.
- Created a district-level strategy to address Fall River's most vulnerable and lowest-achieving population. The English Language Learners action program developed and instituted concrete strategic plans and measures to monitor the improvement of student achievement.
- Created a task force to increase the number of ESL-certified professionals in the district.
- Coordinated and managed district leadership to design and implement the Massachusetts Department of Education recovery plan to revamp services for ELL students.

Principal

2004 – 2008

EBC High School for Public Service-Bushwick, Brooklyn, NY

Led EBC, an urban public high school serving 630 students with 75 staff members.

- Forged relationships with other principals in the Bushwick community to create the Bushwick 8. A first-of-its-kind collaborative network of principals in Bushwick that worked to create opportunities for high students to attend college and served as a professional network for the principals.
- Worked with an active community partner, the East Brooklyn Congregations, an organization made up of community churches and homeowners associations in East Brooklyn, to support the school's vision for success.
- Honored to be selected by the New York City Chancellor to represent New York City in the prestigious Broad Foundation Top Urban School District Competition. New York City, in turn, won this distinguished honor of being named the Top Urban School District in the country.

Associate Director, Office of New Schools Development, NYC DOE, New York, NY

2002 – 2004

Played a key role as part of New York City's Mayor Michael Bloomberg school turnaround efforts under the direction of New York City School Chancellor Joel Klein to overhaul the city's schools.

Director, Parent Information & Student Registration, Providence Schools, Providence, RI

1999 – 2002

Executive Director, Center for Hispanic Policy and Advocacy (CHisPA), Providence, RI

1998 – 1999

Leadership Coordinator, *University of Rhode Island, Kingston, RI*

1997 – 1998

Development Consultant, *Progreso Latino, Central Falls, RI*

1996 – 1997

Alumni Affairs Coordinator, *University of Rhode Island, Kingston, RI*

1992 – 1994

POLITICAL ORGANIZING AND CAMPAIGN MANAGEMENT

- Transition Committee Co-Chair, Mayor-elect Brett Smiley, Providence, RI 2022
- Transition Committee Co-Chair, Mayor-elect Jorge Elorza, Providence, RI 2014
- Campaign Chair, Pell for Governor, Rhode Island 2014
- Campaign Co-Chair, Elorza for Mayor Campaign Committee 2013 – 2014
- Deputy Campaign Manager, Taveras for Providence Campaign Committee 2009 – 2010
- Political Director, Pichardo for Senate 2002 – 2016
- Political Director, Pichardo for City Council 2022

CAREER AWARDS & HIGHLIGHTS

- **2022 Threads of Leadership Award** - Leadership Rhode Island (2022)
- **Kids Count Factbook Recognition for Community Leadership** – (2018)
- **Community Leader Award** – Quisqueya in Action (2018)
- **National Outstanding Hermano Award** – La Unidad Latina Fraternity (2017)
- **Ten to Watch** – Providence Monthly Magazine (2016)
- **Educator Excellence Award** - RI Professional Latinos Association (2016)
- **Distinguished Scholar in Residence** - Rhode Island College (2015-2017)

PROFESSIONAL & COMMUNITY AFFILIATIONS

- Board President, The International Teachers Project 2023 - Present
- Board Member, Onward We Learn 2022 - Present
- Board Member, Ocean State Charities Trust 2022 - Present
- Board Member, Boy Scouts of America Narragansett Council 2017 – Present
- Board Member, City of Providence Board of Zoning Review 2015 –2019
- Board Member, The Nature Conservancy, RI Chapter 2014 –2018
- Chairman, Providence Democratic City Committee 2015 –2017
 - Chairman, RI Kids Count, Board of Directors 2009 –2015
 - Member, Providence City Plan Commission 2013 –2014
 - President, Board of Directors, Dominican American National Roundtable 2007 –2009
 - Chairman, Board of Directors of Rhode Island Housing 2001 –2002
 - Board Member, Providence Public Libraries 2001 –2002
 - Board Member, Rhode Island Hospital 2000 –2002
 - Sigma Class, Leadership Rhode Island 1998

EDUCATION AND CREDENTIALS

Master of Arts, Education, University of Rhode Island, December 2002

Master of Science, Human Development & Family Studies, University of Rhode Island, May 1996

Bachelor of Arts, Political Science, University of Rhode Island, August 1992

Rhode Island Department of Education – Superintendent of Schools 2015

Massachusetts Administrator License – Massachusetts Dept of Elementary and Secondary Ed 2008

District Administrator and Supervisor – The New York State Department of Education 2007

MADALYN CIAMPI

NON-PROFIT LEADER AND INNOVATOR

CONTACT

☎ (401) 699-2192
✉ madalyn_ciami@alumni.brown.edu
📍 Cumberland, Rhode Island
🌐 <https://www.linkedin.com/in/madalyn-ciampi-20611710a/>

PROFILE SUMMARY

Experienced nonprofit leader and fundraising professional with 12 years of success in the education and education-based nonprofit sectors. Proven track record of advancing equity in K-12 and higher education through strategic development, community engagement, and program leadership. As a first-generation college graduate, I bring a deep personal commitment to increasing access to quality education and making college more affordable for underserved youth.

EDUCATION

MASTER OF ARTS
URBAN EDUCATION POLICY
Brown University, 2017

BACHELOR OF ARTS
GLOBAL STUDIES

- Spanish Minor
- Urban Development Concentration
- Cum Laude
- Sigma Delta Pi

Providence College, 2016

SKILLS

- Project Management
- Leadership
- Effective Communication
- Critical Thinking
- Public Speaking
- Strategic Planning
- Fundraising
- Event Planning
- Cross-sector Partnerships

LANGUAGES

- English: Fluent
- Spanish: Intermediate

WORK EXPERIENCE

EXECUTIVE DIRECTOR 2020-PRESENT
Providence Promise - Supporting college savings, family engagement, financial literacy, and college access.

(Chief of Operations 2017-2020, Strategy Development Intern 2017)

- Co-founded and currently serve on the executive leadership team of a growing nonprofit organization.
- Led organizational growth from an initial \$200,000 annual budget in 2019 to \$885,000 in 2025 through strategic planning and capacity building.
- Design and execute comprehensive annual fundraising strategies, securing diverse funding through grants, individual donors, corporate sponsors, and government agencies.
- Cultivate and steward a portfolio of 300+ donors annually to strengthen long-term support and engagement.
- Direct outreach, enrollment, and engagement strategies for families and youth, including oversight of the Early Scholarship Program.
- Forge and manage partnerships with schools, community organizations, and government entities to expand program reach and impact.
- Spearhead development and execution of multi-year Strategic Plans aligned with organizational mission and goals.
- Lead creation and distribution of Annual Reports to stakeholders, donors, and partners.
- Co-facilitate monthly Board of Directors meetings in collaboration with the Board Chair, supporting governance and strategic oversight.
- Supervise and mentor a team of six full-time staff, as well as interns and volunteers, fostering a collaborative and high-performance work environment.

VOLUNTEER EXPERIENCE

VOLUNTEER

Ten Lives Cat Rescue 2023-2024

- Supported fundraising and board development to promote the mission of saving homeless, abused, and abandoned cats.

COMMISSIONER

Providence Human Relations Commission 2022-2023

- Facilitated workshops and trainings.
- Advocated for policy that protects the civil liberties of Providence residents.

BOARD MEMBER

Youth Moving Forward 2022-2023

- Supported start-up organization with a mission to encourage youth to achieve their potential by building supportive relationships, academic confidence, work readiness, and entrepreneurship.

AWARDS

- 2020 DIVERSITY AND INCLUSION PROFESSIONALS' LEADERSHIP IN DIVERSITY AND INCLUSION AWARD (PROVIDENCE PROMISE)
- 2012-2013 COMCAST FOUNDATION LEADER AND ACHIEVER
- 2012 MASSACHUSETTS HOUSE OF REPRESENTATIVES CITATION FOR DEDICATED SERVICE TO COMMUNITY
- 2012 MASSACHUSETTS STATE SENATE CITATION FOR POSITIVE ATTITUDE, SERVICE, AND ACADEMIC ACHIEVEMENT

WORK EXPERIENCE CONTINUED

STRATEGIC COMMUNICATOR

2016-2018

College Promise Campaign, Civic Nation

- Contributed to the advancement of the College Promise Campaign through research, communications, and event coordination.
- Researched and authored articles on college affordability and access, published on Forbes.com's BrandVoice platform.
- Developed written content for the website and national newsletter to highlight Promise programs and student impact stories.
- Conducted in-depth research on College Promise programs across the U.S. and produced case studies to inform policy and practice.
- Assisted in planning and executing the national PromiseNet conference, coordinating logistics and stakeholder engagement.
- Participated in a national advisory board meeting with Dr. Jill Biden, contributing insights on college access and community-based initiatives.
- Supported Civic Nation's Better Make Room initiative through data analysis and report development to drive youth engagement and outreach strategies.

ETHNIC STUDIES PROGRAM RESEARCHER

SUMMER 2016

Providence Public School District and Providence Student Union

- Collaborated with a team of Brown University master's candidates to advise a public school district on the development and implementation of its inaugural Ethnic Studies curriculum.
- Conducted comparative analysis of ethnic studies programs across multiple states to identify best practices and evidence-based models.
- Led interviews with key stakeholders including the superintendent, educators, students, and community leaders to assess local needs and priorities.
- Developed a comprehensive set of recommendations addressing curriculum design, culturally responsive pedagogy, teacher recruitment and retention, and community engagement strategies.
- Delivered a formal report and presentation to district administrators.

AFTERZONE EDUCATOR

SUMMERS 2014 & 2015

Providence After School Alliance

- Delivered academic and social enrichment to Providence youth through a summer program focused on STEM, literacy, and community engagement.
- Co-designed and implemented a curriculum integrating STEM concepts with literacy development, blending classroom instruction with hands-on field research projects.
- Co-taught collaborative learning modules, fostering critical thinking, teamwork, and real-world application of academic skills.
- Managed day-to-day program logistics, ensuring smooth operations and a safe, supportive learning environment.
- Led engaging enrichment activities during free-choice periods and provided one-on-one mentorship to support youth.

MIOSOTIS ALSINA

15 Pond View Dr.
West Warwick, RI 02893
Mobile: 401-829-2908
mcaslina22@gmail.com

EXPERIENCE

Rhode Island Hospital / Hasbro Children's Hospital – Providence, RI

Programs Outreach Coordinator/ Asthma Camp Administrative Director

Childhood Asthma Research Program (CARP) & Community Asthma Program (Draw A Breath)

April 2003 – Present

- Provide leadership and strategic direction for the development and implementation of asthma education and outreach programs.
- Oversee day-to-day operations and management of department initiatives focused on pediatric asthma care and community health.
- Supervise, mentor, and support a multidisciplinary team of 10+ staff, including independent contractors, educators, and outreach workers.
- Direct departmental planning efforts including program expansion, compliance tracking, and quality improvement initiatives.
- Ensure budgetary compliance and fiscal oversight, including preparation of financial reports, forecasting, and stewardship of grant funds.
- Manage internal and external communications, reporting metrics and outcomes to hospital leadership and funding partners.
- Develop and implement policies, training protocols, and operational guidelines aligned with hospital and HIPAA standards.
- Coordinate and facilitate cross-departmental staff meetings and strategic planning sessions.
- Cultivate community partnerships and lead outreach and recruitment efforts at hospitals, schools, and public events.
- Facilitate data integrity and patient confidentiality in all program databases, including EPIC.
- Lead educational workshops for families and professionals, promoting asthma awareness and preventative care.
- Guide seasonal operations and logistics for youth asthma camp, including staff training, safety planning, and program design.
- Maintain and enhance program marketing, digital outreach, and social media presence.
- IRB-approved and HIPAA certified.
- Complete small grants...

SKILLS

- Bilingual: English / Spanish
- Software Proficiency: *Microsoft Office Suite (Word, Excel, Access, PowerPoint, Publisher, Outlook), Corel WordPerfect, SPSS, REDCap, WorkBrain, Epic*
- Strategic Planning and Program Development
- Budget Compliance and Financial Management
- Policy Development and Staff Training
- Community Engagement and Cross-Sector Collaboration
- Budget Report and General Data Analysis
- Self-directed and Results-driven
- Strong Analytical and Problem-Solving Skills

A

MIOSOTIS ALSINA

15 Pond View Dr.
West Warwick, RI 02893
Mobile: 401-829-2908
mcaslina22@gmail.com

EDUCATION

Rhode Island College – Providence, RI

Master's in Youth Development
May 2025

Johnson & Wales University – Providence, RI

Entrepreneurial Certificate (Fast Track)
May 2007

Revans University

Bachelor of Science
Business and Learning Development
July 2003

Community College of Rhode Island – War RI

General Studies
July 1998 -

Rhode Island Black Business Association (RIBBA)

Leadership Program – 2018

MOH Matrimonial Ordinance Honorary – 201

Brown University

Inclusive Leadership Program, Certificate Prog
2014

AFFILIATIONS

- Policy Council Board Member, Cianci Head Start (1998–2000)
- Board Member, Rhode Island Legal Services (2002–2004)
- Member, SPWP Cal Ripken Youth Baseball League (2003–2008)
- PTO Parent Representative, Cornell Young Jr. School (2004–2007)
- Member, Rhode Island Professional Latinos (2006–2009)
- Volunteer, The Back To School Celebr: Organization (2012–2021)
- Committee Member, Dominican Independence Heritage Award Commit Rhode Island – DIHACRI (2016–Prese
- Community Member, SIT Team (2020)
- Board Member, District Wide School Committee – Providence, RI – 2024 - F

REFERENCES

Will be provided upon request!

Krystal V. Acosta
Online Admissions Associate

Contact

21 Orchard St.
Central Falls, RI 02863
401.834.0262
Krystal.Acosta@gmail.com

Education

Johnson & Wales University
**Master of Business Administration-
Concentration: Organizational
Psychology** (GPA:
4.0/4.0), Degree,
08/2021

Johnson & Wales University
**Bachelor of Science, International
Business**

Concentration: World Languages (GPA:
3.8/4.00), Degree,
08/2015

Key Skills

- Student Recruitment & Engagement
- Application Review & Processing
- Admissions Counseling
- CRM & Data Management
Banner, Salesforce, Prezi,
Asana, Salesforce,
Dreamweaver, Banner,
Perceptive Glo-bus,
Blackboard, NDB, and
eClinicalWorks.

Professional Summary

Higher education professional with over 12 years of experience in various roles in transactional teams. Highly experienced in recruiting, fundraising, developing, instructing, and coordinating program launches. Proficient at evaluating and monitoring applications and fostering relationships with students, parents, and educational institutions. Passionate about helping students navigate their academic journey and committed to increasing enrollment through strategic recruitment efforts.

Experience

MARCH 2024 - PRESENT

Online Admissions Associate | Johnson & Wales University

- Provides guidance to prospective students regarding application requirements, financial aid, and academic programs.
- Assists and attracts inquiries through the call center completing 100 plus calls per day.
- Conducts virtual admissions interviews through webex to evaluate candidates for program suitability, processing hundreds of applications each semester.
- Actively Registers hundreds of students for their initial classes and guides them through orientation and the steps to navigate their online courses.
- Collaborate with marketing teams to develop promotional materials and recruitment strategies.
- Assists with translation for providing services to international students.
- Attends college fairs and community events to promote enrollment.
- Manages the application processing, ensuring timely communication with applicants. Also, processes scholarships to qualifying students.
- Utilizes CRM software such as Salesforce and Banner to track and analyze student engagement and enrollment trends.

FEBRUARY 2018 – MARCH 2024

CPS Student Services Associate | Johnson & Wales University

- Assisted students in scheduling appropriate courses by collaborating with the Admissions Team in reviewing students'

- Marketing & Outreach Strategies
- Teaching & Presenting
 - Project Management
- Financial Aid & Scholarship Guidance
 - Event Planning & Coordination
- Bilingual-Spanish Speaker

degree requirements, academic records, course enrollments, university withdrawals, grade changes, and deferrals.

- Processed transcripts, enrollment verifications, experiential education assignments, grade changes, and other relevant documents to facilitate the readmission of campus transfers and significant modifications, utilizing Banner, Perceptive, and Salesforce.
- Developed and coordinated ongoing training for new team members, guiding them through their learning experiences, providing detailed feedback, and reporting on their progress to enhance their job performance.
- Volunteered as a recruitment specialist for the university committee IDEA Inclusion, Volunteers, and Diversity & Equity Action Group, working closely with the Director of Human Resources.

AUGUST 2016 – JANUARY 2018

Bi-lingual Care Coordinator Services Consultant | Boys Town

- Developed strategic plans for client services and at-risk youth and established relationships with community resources, including medical and mental health professionals, child welfare personnel, and law enforcement.
- Conducted assessments to determine client eligibility and needs while monitoring service plans and budgets.
- Served as a certified Common-Sense Parenting Instructor, teaching classes to groups of up to twenty students.
- Participated in marketing efforts, representing the company at events, and successfully recruited over 150 families from diverse backgrounds in one year.
- Maintained communication with community partners such as Progreso Latino and government officials to enhance service delivery.

AUGUST 2012 – AUGUST 2015

BLS Instructor & Lab Assistant | Community College of Rhode Island

- Reviewed, prepared, and updated all records for CPR courses and coordinated lab classes for faculty.
- Managed inventory, supplies, and equipment purchases within a \$40,000 budget.
- Handled administrative tasks and data entry for CPR classes.
- Revalidated CPR certificates annually through the American Heart Association regulations.
- Instructed cardiopulmonary resuscitation and awarded CPR certifications to students.

References

Available upon request.

Appendix 24: Board Bylaws

De la Comunidad Bilingual
Board of Directors By-laws

Approved: July 8, 2025 (Proposed)

ARTICLE I: PURPOSE

Section 1. Purposes. De la Comunidad Bilingual (the "Corporation") is a nonprofit corporation organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as it may be amended from time to time (the "Code"), and the regulations promulgated thereunder, to develop, establish and operate a charter school under the laws of the State of Rhode Island.

Notwithstanding any other provision of the Articles of Incorporation of the Corporation or these By-Laws, the Corporation is organized exclusively for one or more of the following purposes: religions, charitable, scientific, or educational purposes, as specified in Section 501(c)(3) of the Code, and shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code.

No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting, to influence legislation (except as otherwise provided by Section 501(h) of the Code), or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 2. Powers. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction and/or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of the Corporation's purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations as set forth in Section 501(c)(3) and the Code and the rules and regulations promulgated thereunder.

Section 3. Nonprofit Status. The Corporation is not organized for profit and no part of the net earnings of the Corporation shall inure to the benefit of a board member or an officer. In the event of the dissolution or liquidation of the Corporation, whether voluntary or involuntary, the Board of Directors shall distribute the balance of all money, assets and other property of the Corporation, after the payment of all its debts and obligations to a nonprofit organization or organizations exempt from federal income taxation under Section 501(c)(3) of the Code for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or corresponding section of any future federal

tax code, or shall distribute such money, assets and other property to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction in the State of Rhode Island, exclusively for such purposes or to such organization or organizations, as such court shall determine, which are organized and operated exclusively for such purposes.

Board members, officers, and committee members of the Corporation shall not be personally liable for any debt, liability, or obligations of the Corporation. All persons, corporations, or other entities extending credit to, contracting with, or having claims against, the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgement or decree; or of any money that may otherwise become due or payable to them from the Corporation.

ARTICLE II: OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located at 291 Westminister Street, Providence, RI. The Corporation may have such other offices or places of business, either within or outside the State of Rhode Island, as the business of the Corporation may require and as the Board of Directors may from time to time establish.

Section 2. Registered Office. The registered office of the Corporation need not be identical to its principal office and shall initially be located 291 Westminister Street, Providence, RI. The registered office may be changed from time to time by the Board of Directors in compliance with the provisions of applicable law.

ARTICLE III: MEMBER

Section 1. Membership. The Board of Directors reserves the right to add members to the Corporation in compliance with the provisions of applicable law.

ARTICLE IV: BOARD OF DIRECTORS

Section I. General Powers and Responsibilities. The responsibilities of the Board of Directors will include: oversight of the progress of the Corporation, including the review, implementation and approval of the Corporation's vision, mission, budget and strategic plan; establishment of the Corporation's general policies and overall curriculum policies; approval and monitoring the Corporation's annual budget and financial procedures; management of the Corporation's funds; hiring and year-end review of the School/District Leader; assurance that the Corporation achieves academic success for its students; assurance that the Corporation complies with applicable laws and regulations; assurance that the Corporation fulfills its charter and earns charter renewal; enhancement of the Corporation's strength, viability and public image; and any other powers and

duties not otherwise reserved by the commissioner of elementary and secondary education, and the board of education.

Section 2. Number, Tenure and Qualifications.

(i) Number: The Board of Directors shall consist of at least 7 members and may include among its membership representation from the following constituencies: community professionals, educators, parents of currently enrolled children, and possible staff.

Upon approval of the Board of Directors, the number of board members may be expanded to up to 17 members. Any openings created by expansion of the Board shall be filled by the Board.

(ii) Tenure: Board members shall serve a term of three (3) years from the date of their election. A full three-year term shall be considered to have been served upon the passage of three (3) years. No board member shall serve more than two (2) consecutive three-year terms. Fulfilling an incomplete term is not considered part of the term limit. Board members shall serve staggered terms to balance continuity with new perspective.

Section 3. Vacancies. The Board of Directors shall fill any vacancy occurring on the Board of Directors of the Corporation.

Section 4. Resignations. A board member may resign at any time by giving written notice to the Board of Directors or to the Chair of the Board of Directors (Chair). The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, acceptance of the resignation shall not be necessary to make it effective.

Section 5. Removal. Any board member may be removed from office by a two-thirds vote of the Board of Directors whenever the best interests of the Corporation will be served thereby.

Section 6. Quorum. A majority of the board members then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors unless a greater number is required by these By-Laws, the Articles of Incorporation or under state law.

Section 7. Manner of Acting.

(a) The act or decision done or made by the majority of the board members present at a meeting duly held at which a quorum is present shall be the act of the Board of Directors, unless a greater number is required by law, by the Articles of Incorporation or by these By- Laws:

(b) The act of the Board of Directors with respect to the following matters shall require the affirmative vote of at least two-thirds (2/3) of the board members at a meeting at which a quorum is present: (i) to hire and fix the compensation of the Principal of School; (ii) to approve the Corporation's operating and capital budget; and (iii) to appoint an outside auditor.

Section 8. Presumption of Assent. A board member who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the board member's dissent shall be entered in the minutes of the meeting or unless the board member shall file a written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by certified mail to the Secretary of the Corporation within forty-eight (48) hours after adjournment of the meeting. Such right to dissent shall not apply to a board member who voted in favor of such action.

Section 9. Prohibition of Compensation. Board members may not be paid compensation for performance of their duties as board members, except that board members may be reimbursed for out-of-pocket expenses spent in performance of their duties as board members. No board member shall be precluded from serving the Corporation in any other capacity and receiving compensation therefor.

Section 10. Conflict of Interest. The Conflict of Interest Policy attached hereto as Exhibit A is hereby adopted on behalf of the Corporation. Such policy may be amended or repealed only in accordance with Article XIII of these By-laws.

ARTICLE V: OFFICERS

Section 1. Number. The officers of the Corporation shall be a Chair or Co-Chairs, one or more Vice-Chair[s], a Secretary, a Treasurer, and other officers as may be deemed necessary and appointed by the board members. Each officer must be a board member of the Corporation.

Section 2. Election and Term of Office. The officers of the Corporation specifically designated in Section I of this Article V shall be elected for one (1) year terms at each annual meeting of the Board of Directors. If the election of officers shall not be held at the annual meeting, such election shall be held at the next regular meeting of the board or as soon thereafter as is practicable. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until such officer's death or resignation or removal in the manner hereinafter provided.

Section 3. Chair. The Chair shall supervise the affairs of the Corporation between meetings of the Board of Directors. The Chair shall preside at all meetings of the Board of Directors and shall be a member ex officio of all committees of the Corporation. The Chair shall execute, on behalf of the Corporation, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed except in cases where the signing and execution or delegation thereof shall be expressly delegated by the Board of Directors or by these By-Laws to some other officer(s) or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The Chair shall do and perform all duties incident to the office of Chair and such other duties as may be assigned to the Chair by these ByLaws or by the Board of Directors.

Section 4. Vice Chair. In the absence of the Chair or in the event of the Chair's death, inability or refusal to act, the Vice-Chair (or in the event there is more than one Vice-Chair, the Vice-Chairs in the order designated at the time of their election or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice-Chair[s] shall perform such other duties as from time to time may be assigned to them by the Chair or by the Board of Directors.

Section 5. The Treasurer. The Treasurer oversees the board's financial structure, oversees and reviews the annual audit process and works with the board to achieve its goals. The Board Treasurer will serve as the chair of the finance committee and lead these committees in setting and meeting annual goals. The Treasurer will ensure that all members of the board fully comprehend the financial matters of the school. The Treasurer will work with the finance committee, school leaders, and Business Manager in leading the development of an annual school budget and presenting the budget to the full Board for approval.

Section 6. Secretary. The Secretary shall: (a) keep the minutes of the proceedings of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) keep a record of the post office address of each board member which shall be furnished to the Secretary by such board member; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Chair or by the Board of Directors. The Secretary is authorized to enlist the services of any one or more employees of the Corporation to assist the Secretary in carrying out his or her duties as herein defined.

Section 7. Removal. Any officer may be removed by a vote of a majority of board members whenever in their judgment the best interests of the Corporation will be served thereby. Election of an officer shall not of itself create contract rights with the Corporation.

Section 8. Resignations. Any officer may resign at any time by giving written notice to the Board of Directors. The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, the acceptance of the resignation shall not be necessary to make it effective.

Section 9. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, shall be filled by the Board of Directors in the manner prescribed in Article V, Section 2 of these By-Laws. In the case of a vacancy in any of the offices specifically designated in Article V, Section I, such vacancy shall be filled for the unexpired portion of the vacated term.

ARTICLE VI: COMMITTEES

Section 1. Committees. As the need arises, the Board of Directors, by resolution or consent may designate and appoint committees to advise the Board of Directors. Each committee shall consist of at least two (2) members of the Board of Directors and such other individuals as are deemed necessary. Committee meetings may be called by the Chair or by the committee chairperson. Each committee shall keep meeting minutes. The presence of at least a majority of the committee members at any meeting shall constitute a quorum. Each committee member, except as otherwise provided by these By-Laws or the Board shall be entitled to one vote. A vote of at least a majority of committee members shall constitute the act of any committee, except as provided by these By-Laws or by the Board. The Board of Directors shall have the power at any time to change the membership of any committee, to fill vacancies in it, or to discharge it. The designation of any committee and the delegation thereto of authority shall not operate to relieve any board member of any responsibility imposed by law. All committees shall comply with the Rhode Island Open Meetings Act, R.I.G.L. § 42-46-1, et seq or any successor statute, as in effect from time to time ("Open Meetings Act").

Section 2. Chairperson. The Board of Directors may designate and appoint one member of each committee to serve as chairperson of that committee. In the absence of such designation, the Chair shall serve as committee chairperson.

Section 3. Charter School Planning Committee. The Board shall establish a Charter School Planning Committee ("CSPC"), chaired by the Chair, consisting of not less than three (3) nor more than five (5) members. Members of the CSPC may include members of the Board, educators, members of the special educational needs community and other individuals interested in charter school education issues generally. Members of the CSPC shall be appointed by the Chair and shall serve for one (1) year terms. The CSPC will meet on an ad hoc basis throughout the year at the call of the Chair. The CSPC will be responsible for developing long and short range planning for the Corporation and making recommendations thereon to the Board. The CSPC shall also nominate board members and officers and shall assist the Board in the effective and efficient performance of corporate governance in keeping with policies established by the Board.

A majority of all the members of any such committee may determine its action and fix the time and place of its meetings, unless the Board shall otherwise provide. The Board shall have power to change the members of any committee at any time, to fill vacancies, and to discharge any such committee, either with or without cause, at any time, with or without notice.

Section 4. Executive Committee. The Executive Committee shall be a Standing Committee of the Board and shall include the Chair (or Co-Chairs), the Secretary, the Treasurer, and any Vice Presidents as may be created/appointed by the Board.

Section 5. Finance Committee. The Finance Committee shall be a Standing Committee of the Board and charged with overseeing policies with respect to the accounts of the Corporation, supervising the auditing procedures, and overseeing the yearly budget. The Finance Committee shall endeavor to meet quarterly and shall report to the Board at its regular meetings. The Treasurer shall be a member of the Finance Committee.

Section 6. Academic Standards Committee. The Academic Standards Committee shall be a Standing Committee of the Board and charged with reviewing and supporting academic policies and processes and, on its own initiative or when requested by the Board, shall present to the Board recommendations in conjunction with school-based committees and administration.

Section 7. Governance and Personnel Committee. The Governance and Personnel Committee shall be a Standing Committee of the Board and charged with developing policies which support the school. It is responsible for promoting the work of the Board and for recruiting qualified individuals to serve on the Board. The Governance and Personnel Committee shall be responsible for establishing the Head of School evaluation subcommittee which will include at least three Board members. The Governance and Personnel Committee shall also establish the following subcommittees as needed: a Head of School Search Committee, a Disciplinary Review Committee, and a Grievance Review Committee.

Section 8. Facilities Committee. The Facilities Committee shall be a Standing Committee of the Board and charged with providing safe and suitable housing for De la Comunidad Bilingual School. The Facilities Committee will strive to provide a facility where the learning community can learn about the environment and our place in the natural world. The Facilities Committee will perform the duties of the School Building Committee as described in the Rhode Island Department of Education School Construction Regulations.

ARTICLE VII: NOTICE

Section 1. General. Whenever under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Laws written notice is required to be given to any board member.

Section 2. Manner. Notice may be given by mail or by a generally recognized overnight delivery service, addressed to such person at his, her or its address as it appears in the records of the School, with postage or delivery charges thereon prepaid, and such notice will be deemed to be delivered at the time when the same will be deposited in the United States mail or delivered to the delivery service.

Section 2.1. Electronic or Other Notice. Notice may be given to any board member by electronic mail, personally or by telephone to his or her house or office either directly or by leaving a message thereat.

Section 3. Waiver. Whenever any notice is required to be given under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Law a waiver thereof in writing, signed by the person or persons entitled to such notice and who did not receive the same, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice. Attendance of a person at a meeting will constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4. Open Meetings Act. Notice of all meetings, irrespective of type and including, but not necessarily limited to, committees or subcommittee meetings, will comply with the Open Meetings Act.

Section 4.1. Advance Notice. Written public notice of any meeting will be given within a minimum of forty-eight (48) hours before the date of such meeting.

Section 4.2. Posting. Written public notice will include, but need not be limited to, posting a copy of the notice at School, and in at least one other prominent place within the state of Rhode Island as well as filed electronically to the Secretary of State website.

Section 4.3. Content. The notice, in the form of an agenda for the meeting, will include, in addition to date, time and place, a statement specifying the nature of the business of each item to be discussed.

Section 4.3. Amendment. The notice, or agenda, for any meeting may be amended by majority vote of a quorum of the Board of Directors, but only for informational purposes. No vote may occur on the added agenda item except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee.

ARTICLE VIII: MEETINGS

Section 1. Open Meetings Act. The Board of Directors will comply with all provisions of the Open Meetings Act.

Section 2. Public Meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings, will comply with the requirements of the Open Meetings Act.

Section 2.1 Executive Session. Every meeting of the Board of Directors will be open to the public unless closed pursuant to R.I.G.L. § 42-46-4 and § 42-46-5 of the Open Meetings Act. Such

meetings will be in accordance with these bylaws as not inconsistent with the applicable provision of the Open Meetings Act.

Section 3. Annual Meeting. The annual meeting of the Board of Directors will be held in September each year, unless an alternative date is designated by the Board of Directors. The annual meeting will be held for recommending the appointment of board members whose terms expire, electing officers and for transacting such other business as may properly come before the meeting. If for any reason the annual meeting of the Board of Directors will not be held, a special meeting in lieu of the annual meeting of the Board of Directors may be held.

Section 4. Regular Meetings. The Board of Directors will hold regular meetings and will do so in accordance with the Open Meetings Act. Regular meetings of the Board of Directors will be held monthly or on such other schedule as is determined by the Board of Directors. The Board of Directors will cause a schedule of regular meetings to be given to each board member and to the public.

Section 5. Special Meetings. Special meetings of the Board of Directors may be called, and on the written request of three (3) board members, will be called by the Chair. The Chair will fix the manner and place for the holding of any special meeting of the Board of Directors. All aspects of special meetings will comply with the requirements of the Open Meetings Act.

Section 6. Emergency Meetings. Emergency meetings of the Board of Directors may be called and held in accordance with the Open Meetings Act at any time where the public welfare is required. Emergency meetings will be held at the request of the Chair or any two officers. A majority of the Board of Directors must vote in open session to address the reason and/or issue(s) that is the cause for the emergency meeting, and the Board of Directors must state in open session and record in its minutes the reason and/or issues that are the cause for the emergency meeting. No vote will occur on such reason or issues except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee

Section 6.1. Notice. Notice of such meeting to the public will be posted as soon as practicable and include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted at the emergency meeting, as will be exclusively discussed at the emergency meeting.

Section 7. Place. The Board of Directors will fix the place for the holding of the annual meeting and regular meetings of the Board of Directors to be held in the State of Rhode Island. The Chair will also fix the place for the holding of special meetings and emergency meetings.

All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings will be held in a place that is accessible to the public including those with

disabilities. In the absence of any designation for the place of any meeting, the meeting will be held at the principal office of the School.

Section 8. Minutes. The minutes will include, but need not be limited to: the date, time and place of the meeting; the board members recorded as either present or absent; a record by individual board members of any vote taken; and any other information relevant to the business of the School that any board member requests be included or reflected in the minutes. Minutes will be made available to the public in accordance with the Open Meetings Act.

ARTICLE IX: SCHOOL LEADERSHIP

Section 1. Superintendent. The Board of Directors shall appoint the Superintendent, who shall administer, manage and direct the business and academic programs of the Corporation subject to the policies, control and direction of the Board of Directors. The Superintendent, with the assistance of the district and school leadership teams and staff, shall, in addition to other duties, develop an annual budget for approval by the Board and Member, and shall report on progress against established goals and benchmarks.

ARTICLE X: CONTRACTS, LOANS, CHECKS AND DEPOSITS

Section 1. Contracts. The Board of Directors may authorize the Superintendent or any officer or officers or agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2: Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority shall be confined to specific instances. No loan shall be made by the Corporation to any board member.

Section 3. Checks, Drafts or other Similar Orders. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers or agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE XI: INDEMNIFICATION

Section 1. Authority. The Corporation shall, to the extent legally permissible and only to the extent that the status of the Corporation as a corporation exempt under Section 501(c)(3) of the Code, is not affected thereby, have the power and authority to indemnify members of the Board of Directors, officers, committee members, the School Principal, Assistant Principal and employees against expenses (including attorneys' fees and costs), judgments, fines and amounts paid in settlement arising from any threatened, pending or completed action, suit or proceeding, to the full extent provided by the Rhode Island Nonprofit Corporation Act. The Board of Directors may authorize the Corporation to purchase and maintain insurance on behalf of any person who is or was a board member, officer, employee, agent or member of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity or arising out of his status as such, but such insurance shall only cover a member to the extent the member purports to act on behalf of the Corporation.

ARTICLE XII: GENERAL PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall begin each year on the first day of July and end on the last day of June.

Section 2. Corporate Seal. The Corporation shall have a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation, the state of incorporation and the year of incorporation.

Section 3. Parliamentary Authority. The parliamentary authority shall be Robert's Rules of Order or rules and procedures adopted by the Board of Directors to the extent they are not inconsistent with these By-Laws.

Section 4. Waiver of Notice. Whenever any notice is required to be given to any person under the provisions of these By-Laws or under the provisions of the Articles of Incorporation or under the provisions of applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when a person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in any written waiver of notice of such meeting.

Section 5. Interpretation. Whenever the context of these By-Laws so dictates, (i) the singular shall include the plural and the plural shall include the singular and (ii) the masculine, feminine and neuter shall be deemed to have been used interchangeably.

Section 6. Severability. If any provision of these By-Laws is held to be invalid or unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

Section 7. Books and Records. The Corporation shall keep correct and Complete books and records at its principal office. Such books and records shall be open to the Board and any member at any reasonable time. Also, the Corporation shall keep at the principal office its three most recent annual IRS informational returns, along with a copy of any tax exemption application and IRS determination letter, such documents to be available for public inspection during regular business hours.

ARTICLE XIII: AMENDMENTS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted upon the vote of at least two thirds (2/3) of all members of the Board of Directors at any annual, regular or special meeting (provided that the notice of such meeting states the proposed change in the By-Laws).

Appendix 25: Board Positions

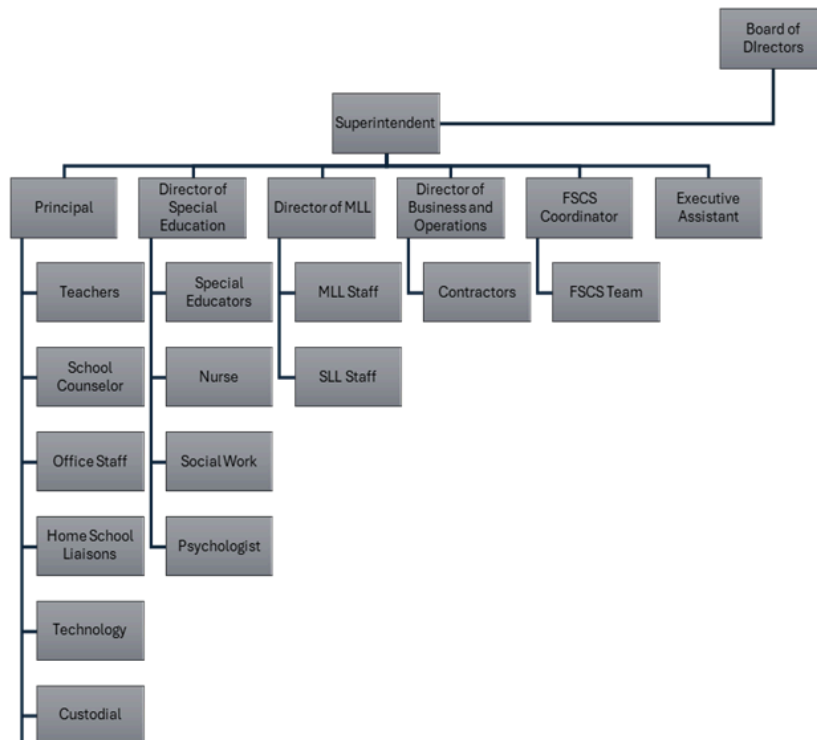
Board of Directors

Current DLC Board Members	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Expertise/Network	Carol Aguavivas	Victor Capellan	Madalyn Ciampi	Krystal Acosta	Miosotis Alsina	TBD	Parent
Advocacy	x	x	x				
Organizational Development/Management/	x	x	x	x			
Board leadership Experience/Interest	x	x	x	x	x		
Financial Oversight	x		x				
Fundraising/ Philanthropy	x	x	x				
Legal							
Marketing/PR				x			
Human Resources							
Strategic Planning	X	x	x	x			
Property Development							
Corporate	x				x		
K-12 Education		x					
Higher Education		x		x			
Workforce Development/	x			x			
Small Business	x						
Social Services	x			x	x		
Community Engagement	x	x	x		x		
PVD Promise Representation			x				
Demographics							
Under 18							
19 – 34			x				
35 – 50	x			x	x		
51 – 65		x					
Over 65							
Male		x					
Female	x		x	x	x		
LGBQ+							
African American/ Black							
Asian/Pacific Islander							
Caucasian			x	x			
Native American/First Nations							
Hispanic/Latine/o/a	x	x		x	x		
Race/Ethnicity Not Listed							
Providence	x	x					
Other Core Cities				x			
Other RI			x				

Appendix 26: Organizational Structure

The organizational structure below illustrates the leadership framework and supervisory pathways at DLC, designed to promote accountability and foster cross-functional collaboration. This structure upholds mission fidelity and supports a school environment that is inclusive, achievement-oriented, and nurturing.

Descriptions of additional roles, beyond the superintendent, principal, and FSCS coordinator, are provided below to highlight how the broader administrative team advances the school's mission and operational effectiveness.



The Executive Assistant supports daily operations at the school as well as data collection and analysis and all federal and state reporting, and will lead the enrollment and registration of new students and families in partnership with the school counselor.

The Director of Business Operations, a contract position in Year 1, works closely with the superintendent to develop an annual budget and oversee the fiscal management policies and expectations.

The MLL Director, a contract position in year 1, oversees support and instruction for multilingual learners, ensuring compliance with state and federal guidelines and tracking student progress. The MLL Director also manages both the MLL and SLL staff.

Special Education Director, also a contract role in year 1, leads special education services, including IEP development, compliance, and coordination of support. This person also partners with staff and families to ensure inclusive, high-quality learning experiences for students with disabilities. The Special Education director manages the Special Education teacher.

The Instructional coach is managed by the school principal and is charged with ensuring that all students at DLC have access to quality curriculum, instruction, and assessment and that all teachers have the support they need to deliver high quality instruction aligned to grade level content standards. This person will work collaboratively with teams of teachers through coaching cycles to strengthen their collective efficacy, agency,

and voice around teaching and learning so teams feel empowered to work collectively to achieve the goals of the schools strategic plan. This person will also work closely with the MLL and Special Education Director ensuring that all students receive the instruction they need through inclusive models, to succeed in school.

The Technology Coordinator oversees the school's technology infrastructure and ensures that students and staff have reliable access to devices, internet connectivity, and digital learning tools. They support integration of instructional technology in classrooms, manage tech inventory and data systems, and provide training and troubleshooting for staff and families.

Operational Roles: While the principal will oversee all operations and facilities, multiple staff members ensure the success of day to day operations. The Director of Business and Operations will oversee the USDA National School Lunch and Breakfast Program in partnership with the FSCS Coordinator, as well as the day to day logistics for transportation services. Facility maintenance will be led by the principal with support from the custodial staff member. In addition, all staff members will support additional duties such as lunch duty or bus duty to ensure every day operations run smoothly.

Appendix 27: Staffing Plan and Projections

Positions	Year 1 (144) K,1,2	Year 2 (236) K-3,6	Year 3 (332) K-4,6-7	Year 4 (428) K-8	Year 5 (478) K-9
Superintendent	0.5	0.5	0.5	0.5	0.5
Executive Assistant	1	1	1	1	1
Dir. of Business Operations	Contract	1	1	1	1
Ops Assistant	0	0	0.5	0.5	1
MLL Director	Contract	0.5	0.5	0.5	1
Special Education Director	Contract	0.5	0.5	1	1
Principal(s)	1	1	1	2	2
Instructional Coach	0.5	0.5	1	2	2
Classroom Teacher	6	10	12	16	16
Music	0.5	0.5	0.5	1	1
Art	0.5	0.5	0.5	1	1
PE	0.5	0.5	0.5	1	1
MLL Staff	0.5	0.5	0.5	2	2
SLL Staff	0.5	0.5	0.5	1	1
Special Education	1	2	3	3	4
Literacy Specialist	0	0	1	1	1
Teaching Assistant	6	6	6	6	6
Social Work	0.5	0.5	1	1	2
Psychologist	Contract	Contract	0.5	1	1
School Counselor	0	0	1	1	2
Nurse	1	1	1	1	1
FSCS Coordinator(s)	1	1	1	1	1
FSCS Support Staff	0	0	1	1	1
Technology	0	0	0.5	1	1
Office/Secretary	0	1	1	2	2
Home School Liaison	1	2	2	3	3
Lunch	1	1	2	2	2
Custodian/ Maintenance	0.5	0.5	1	1	1
Total FTE	23.5	32.5	42.5	55.5	59.5

Appendix 28: Superintendent Evaluation

Superintendent Annual Evaluation Form

Mission: *De La Comunidad Bilingual is a K-12 public charter school that prepares all learners to graduate biliterate and ready to lead in their communities and beyond through rigorous dual language education and a full-service community school model.*

Executive Director Name		Committee Members
Dates		
Review Period		

Ratings

A = Area of Improvement

D = Demonstrated Success

O = Outstanding Strength

Habits of Work

Does the Superintendent have the skills, knowledge, maturity and judgment to do his/her job?

Area	Comments	Rating
Job Knowledge - Academic		
Job Knowledge - Finance and Operations		
Work Quality		
Judgment		
Creative Problem Solving		

Leadership

Does the Superintendent formulate and effectively communicate to related members in the organization what to do and when?

Area	Comments	Rating
------	----------	--------

Formulation of strategic and operational plans - including responsibilities, reasonable project schedules, and allocated resources.		
Communication of plans to organization (written, verbal, etc.)		
Ability to work with and through the faculty and staff in a respectful manner.		
Value the ideas and work of others.		
Rectification of personnel and staff performance issues.		

Goals

Did the Superintendent accomplish the goals and objectives set out in the Mission Statement and at the beginning of the academic year via the Board of Directors?

Goal	Results	Rating

Appendix 29: Job Descriptions

A. Superintendent Job Description: De la Comunidad Bilingual K–12 Public Charter School (DLC)

Location: Providence, Rhode Island

Reports to: Board of Directors

About De la Comunidad Bilingual School (DLC)

De la Comunidad Bilingual School is Rhode Island’s first K–12 public charter school grounded in a two-way dual language and full-service community school (FSCS) model. Opening in Fall 2027, DLC prepares all students to graduate biliterate in English and Spanish, ready to lead in their communities and beyond. The school prioritizes historically underserved students—particularly Spanish-dominant multilingual learners, students with learning differences, and economically disadvantaged students from Rhode Island’s urban communities. DLC integrates rigorous academics, culturally and linguistically sustaining instruction, wellness supports, and community partnerships to close opportunity gaps and foster academic excellence.

Position Overview

DLC seeks a visionary and equity-driven school leader to serve as its founding Superintendent. Reporting directly to the Board of Directors, the Superintendent will lead the successful launch, growth, and long-term sustainability of the school. The Superintendent will oversee all academic, operational, and community engagement aspects of DLC, ensuring full alignment with its mission and goals. This is an extraordinary opportunity to build an innovative K–12 public charter school that sets a new standard for dual language education and full-service community schooling in Rhode Island.

Key Responsibilities

Instructional and Academic Leadership

- Ensure rigorous, culturally responsive, and biliterate instruction aligned with the school’s two-way immersion model and language allocation plan.
- Oversee curriculum implementation using high-quality instructional materials (HQIM) and project-based learning approaches.
- Build and lead instructional leadership teams, coaching and evaluating school principals and instructional staff.
- Monitor academic performance and ensure student outcomes exceed district and state averages.

Full-Service Community School (FSCS) Implementation

- Build systems to integrate academic learning with wraparound services such as health, mental health, nutrition, afterschool enrichment, and family engagement.
- Use data from community assessments to inform partnerships and service delivery.
- Collaborate with Providence Promise and other local organizations to support students and families holistically.

Organizational Management

- Oversee school operations, enrollment, HR, finance, compliance, and facilities in collaboration with administrative leaders and partners.
- Develop and manage the annual budget, ensuring fiscal responsibility and sustainability.

- Ensure compliance with all applicable federal, state, and local laws, including RIDE requirements and charter authorizer accountability.

Strategic Planning and Mission Alignment

- Lead the implementation of DLC’s strategic plan, including academic goals, community engagement, student support services, and staff development.
- Ensure all programs and decisions are aligned with DLC’s mission to provide a biliterate, identity-affirming education.

Talent Recruitment, Development, and Retention

- Recruit, hire, and retain a diverse and mission-aligned staff, with a focus on culturally competent and bilingual educators.
- Build strong pipelines through partnerships with local and international teacher preparation programs.
- Provide meaningful professional development and establish a culture of collaboration and continuous improvement.

Board Relations and Governance

- Serve as the primary liaison between the school and the Board of Directors.
- Provide regular updates on academic, operational, and financial performance.
- Support Board development and participate in committee work aligned with governance priorities.

Family and Community Engagement

- Foster authentic, reciprocal relationships with students, families, and community partners.
- Promote inclusive decision-making and elevate family and student voice in school planning and practice.
- Represent DLC publicly as a champion for multilingual learners, dual language education, and educational equity.

Qualifications

- Proven leadership experience in a K–12 educational setting, with a strong record of advancing student achievement and equity.
- Deep knowledge of dual language education, multilingual learner needs, and culturally responsive pedagogy.
- Bilingual in Spanish and English.
- Experience overseeing or integrating wraparound services or community school models.
- Strong organizational, financial, and operational management skills.
- Demonstrated commitment to educational justice, community partnership, and inclusive leadership.
- Eligibility for or possession of appropriate Rhode Island school administrator certification (or willingness to obtain).

Preferred

- Experience as a charter school leader, principal, or superintendent.
- Background in project-based learning and high-quality instructional materials.
- Familiarity with the Rhode Island education landscape and accountability systems.

Compensation & Benefits

- Competitive salary commensurate with experience.
- Comprehensive benefits package including health, dental, vision, retirement, and paid time off.
- Professional development and coaching opportunities.

To Apply

Please submit a resume, cover letter, and three references to Clarissa Hernandez at clarissa@rieducationcollective.org. In your cover letter, please describe your experience with dual language education, equity-driven leadership, and community partnerships.

B. Founding School Principal: De la Comunidad Bilingual K–12 Public Charter School (DLC)

Location: Providence, Rhode Island

Reports to: Superintendent

About De la Comunidad Bilingual School (DLC)

De la Comunidad (DLC) is Rhode Island’s first K–12 public charter school designed from the ground up to provide a two-way dual language education integrated with a full-service community school (FSCS) model. Launching in Fall 2027 with grades K–2, DLC will grow each year to eventually serve K–12 students. The school’s mission is to prepare all learners to graduate biliterate in Spanish and English and ready to lead in their communities and beyond. DLC prioritizes multilingual learners (MLLs), students with learning differences, and economically disadvantaged students in urban communities—offering a rigorous, identity-affirming education enriched by wraparound wellness support and community partnerships.

Position Overview

DLC seeks a passionate, equity-focused, and bilingual educator to serve as its Founding School Principal. This leader will be responsible for the successful launch and growth of the school’s K–2 program, expanding in Year 2 to include Grade 3 and Grade 6, and eventually growing to a full K–12 model. Reporting to the Superintendent, the Principal will provide dynamic instructional leadership, build and support a mission-driven team, and ensure strong family and community engagement. The ideal candidate is a skilled instructional coach, systems thinker, and culturally responsive leader who believes deeply in the power of dual language education and full-service community schools.

Key Responsibilities**Instructional Leadership**

- Lead the design and implementation of rigorous, standards-aligned, bilingual instruction using high-quality instructional materials (HQIM) and a research-based language allocation plan.
- Develop and maintain a strong academic culture grounded in biliteracy, critical thinking, and real-world learning through project-based instruction.
- Monitor student data to inform instruction, ensure academic growth, and drive continuous improvement.
- Guide implementation of culturally and linguistically sustaining pedagogy that affirms students’ identities and heritage.

Talent Management & Staff Development

- Recruit, hire, and retain highly qualified, bilingual, and culturally competent teachers and staff.
- Provide ongoing professional development focused on dual language instruction, inclusive practices, and community-based learning.
- Conduct regular classroom observations and deliver actionable coaching and feedback.
- Build and lead a collaborative, mission-driven instructional team.

Operational & School Culture Leadership

- Collaborate with school operations staff to ensure a safe, smooth, and responsive learning environment.
- Design and sustain a positive school culture that supports social-emotional learning, student wellness, and a sense of belonging for all.

- Develop schedules, systems, and routines that align with the school’s academic and FSCS model.

Family and Community Engagement

- Build strong, trusting relationships with families, prioritizing communication in families’ home languages.
- Promote shared decision-making and authentic family engagement through events, advisory councils, and outreach.
- Foster partnerships with local organizations and support integration of wellness and wraparound services into the daily life of the school.

Strategic Planning & Growth Management

- Support the phased rollout of grade levels, ensuring smooth integration of new students, staff, and programming each year.
- Collaborate with the Superintendent to refine systems and practices as the school expands to serve grades 3 and 6 in Year 2.
- Contribute to long-term strategic planning aligned with DLC’s mission and K–12 vision.

Qualifications

- Proven success as a principal, assistant principal, instructional coach, or lead teacher in a dual language or bilingual program.
- Deep knowledge of two-way immersion models, biliteracy development, and multilingual learner pedagogy.
- Bilingual in Spanish and English.
- Demonstrated commitment to educational equity and culturally responsive leadership.
- Experience supporting diverse learners, including students with learning differences.
- Strong instructional and team leadership skills, with experience coaching and managing systems.
- Eligibility for or possession of appropriate Rhode Island administrator certification.

Preferred

- Experience launching a new school, program, or grade span.
- Background in project-based learning and full-service community school strategies.
- Familiarity with Rhode Island educational policy and the Providence community.

Compensation & Benefits

- Competitive salary commensurate with experience.
- Full benefits package including health, dental, vision, retirement contributions, and paid time off.
- Year-round professional development and leadership coaching.

To Apply

Please submit a resume, cover letter, and three references to Clarissa Hernandez at clarissa@rieducationcollective.org. In your cover letter, describe your experience with bilingual education, school leadership, and community-centered approaches to student success.

C. Full-Service Community School (FSCS) Coordinator:

De la Comunidad Bilingual K–12 Public Charter School (DLC)

Location: Providence, Rhode Island

Reports to: Superintendent

About De la Comunidad Bilingual School (DLC)

De la Comunidad (DLC) is Rhode Island’s first K–12 public charter school rooted in a two-way dual language and full-service community school (FSCS) model. Launching in Fall 2027 with grades K–2, DLC will expand each year, ultimately serving students in grades K–12. DLC prepares all learners to graduate biliterate in Spanish and English, empowered to lead in their communities and beyond. The school integrates rigorous academics, culturally and linguistically sustaining instruction, and comprehensive wraparound services to support students and families—particularly multilingual learners (MLLs), students with learning differences, and those from economically disadvantaged backgrounds.

Position Overview

DLC seeks a proactive, equity-centered, and community-driven leader to serve as its founding Full-Service Community School (FSCS) Coordinator. This individual will be responsible for developing, launching, and managing a robust system of wraparound services—including health, mental health, family engagement, afterschool programming, and social-emotional supports—designed to eliminate barriers to learning and promote student well-being. The FSCS Coordinator will work closely with families, school staff, community partners, and the leadership team to build a truly integrated community school environment. This is a unique opportunity to help shape a flagship FSCS in Rhode Island that uplifts and reflects the communities it serves.

Key Responsibilities

Program Design and Partnership Development

- Co-lead the design and launch of DLC’s full-service community school model in collaboration with school leadership.
- Cultivate and manage partnerships with local organizations to provide high-quality services in areas such as physical and mental health, housing, immigration, legal support, food security, and enrichment.
- Establish clear protocols for service coordination, data sharing, and follow-up to ensure continuity of care and impact.

Family and Community Engagement

- Build strong, trusting relationships with students’ families through culturally responsive, bilingual outreach and communication.
- Organize family engagement opportunities, workshops, and events that support learning, health, and community building.
- Support the development of family advisory groups and other leadership structures that center community voice in school planning.

Student and Family Support Coordination

- Serve as a case manager and connector for students and families in need of support.
- Coordinate with school staff and external providers to ensure timely and effective service delivery.

- Develop and maintain referral systems, consent processes, and service tracking tools in accordance with privacy laws.

Data and Evaluation

- Use qualitative and quantitative data (e.g., needs assessments, attendance, service usage) to drive decision-making and continuous improvement.
- Monitor the effectiveness of partnerships and services, and report progress to the Superintendent and Board as needed.
- Participate in state and local FSCS networks and evaluation initiatives to contribute to broader learning and impact.

Cross-School Integration

- Ensure that wraparound services are fully integrated into the daily life of the school and support the academic and social-emotional goals of students.
- Work with the instructional team to connect project-based learning and classroom content to real-world issues and community resources.
- Help create a school culture that values care, equity, resilience, and collaboration.

Qualifications

- Strong experience in community organizing, social work, nonprofit program management, school-based family engagement, or related field.
- Deep understanding of the challenges facing multilingual learners, students with learning differences, and low-income families.
- Bilingual in Spanish and English.
- Demonstrated commitment to racial equity, educational justice, and asset-based approaches to community engagement.
- Exceptional interpersonal skills and the ability to build trust across diverse stakeholders.
- Strong project management, organizational, and data-tracking skills.

Preferred

- Experience working in or with a full-service community school.
- Knowledge of Providence's community resources and social service landscape.
- Familiarity with FERPA, HIPAA, and best practices for integrated service models.

Compensation & Benefits

- Competitive salary based on experience.
- Full benefits package including health, dental, vision, retirement, and paid time off.
- Ongoing professional development and leadership growth opportunities.

To Apply

Submit a resume, cover letter, and three references to Clarissa Hernandez at clarissa@rieducationcollective.org. In your cover letter, describe your experience coordinating wraparound services or working in community-based roles that support children and families.

D. De la Comunidad Bilingual Instructional Coach

Location: De la Comunidad Bilingual Full Service Community School

Reports to: School Principal

Classification: Full-Time, 10-Month Position

About De la Comunidad Bilingual School (DLC)

De la Comunidad (DLC) is Rhode Island's first K–12 public charter school built on a two-way dual language and full-service community school (FSCS) model. Opening in Fall 2027 with grades K–2 and expanding annually, DLC prepares all learners to graduate biliterate in English and Spanish and ready to lead in their communities and beyond. The school prioritizes multilingual learners (MLLs), students with learning differences, and economically disadvantaged students in Rhode Island's urban communities, offering rigorous academics, identity-affirming instruction, and access to wraparound supports that promote holistic well-being.

Position Overview:

The Instructional Coach at De la Comunidad Bilingual Full Service Community School supports high-quality, culturally responsive, and linguistically affirming instruction through collaborative coaching, professional development, and data-driven planning. This role is central to improving teaching practices and student outcomes, particularly in a bilingual, dual-language environment. The coach serves as a partner to teachers, working side-by-side to foster equitable learning experiences that reflect the strengths and needs of the school's diverse community.

Key Responsibilities:

Provide job-embedded coaching to teachers through co-planning, modeling, observation, and feedback cycles.

- Support effective bilingual/dual-language instruction across content areas, ensuring strategies align with biliteracy development and academic standards.
- Promote culturally and linguistically responsive teaching practices.

Professional Learning

- Design and facilitate professional development aligned with school goals and teacher needs.
- Lead PLCs (Professional Learning Communities) that promote collaboration, reflection, and continuous improvement

Data-Driven Practice

- Analyze student achievement data with teachers to inform instructional decisions and interventions.
- Support the implementation of formative assessments and progress monitoring strategies.

Collaboration & Leadership

- Partner with the Principal, FSCS Coordinator, special education staff, and other support teams to align academic and social-emotional supports.
- Mentor novice teachers and contribute to a culture of peer learning and professional growth.

Qualifications:

- Valid teaching credential and minimum of 5 years of successful classroom teaching experience (bilingual education experience strongly preferred).
- Demonstrated expertise in instructional coaching, adult learning, and curriculum development.
- Deep understanding of dual-language pedagogy, culturally responsive practices, and MTSS (Multi-Tiered System of Supports).
- Fluency in English and Spanish preferred.
- Strong interpersonal, communication, and facilitation skills.
- Commitment to educational equity and community school values.

Compensation & Benefits

- Competitive salary based on experience and qualifications.
- Full benefits package including health, dental, vision, retirement contributions, and paid time off.
- Access to professional development, coaching, and leadership opportunities as the school expands.

To Apply

Submit a resume, cover letter, and three references to Clarissa Hernandez at clarissa@rieducationcollective.org or on [schoolspringRI](https://schoolspringRI.org). In your cover letter, please describe your experience with bilingual instruction, equity-focused teaching, and your interest in joining a founding team.

E. Dual Language Teacher: De la Comunidad Bilingual K–12 Public Charter School (DLC)

Location: Providence, Rhode Island

Reports to: Principal

Grades Opening Year 1: Kindergarten–Grade 2

About De la Comunidad Bilingual School (DLC)

De la Comunidad (DLC) is Rhode Island’s first K–12 public charter school built on a two-way dual language and full-service community school (FSCS) model. Opening in Fall 2027 with grades K–2 and expanding annually, DLC prepares all learners to graduate biliterate in English and Spanish and ready to lead in their communities and beyond. The school prioritizes multilingual learners (MLLs), students with learning differences, and economically disadvantaged students in Rhode Island’s urban communities, offering rigorous academics, identity-affirming instruction, and access to wraparound supports that promote holistic well-being.

Position Overview

DLC seeks founding dual language teachers who are passionate about biliteracy, equity, and community-centered education. Teachers will play a critical role in the school’s launch, creating inclusive, high-expectation classrooms where students thrive academically, linguistically, socially, and emotionally. Teachers will collaborate in a bilingual instructional team, implement high-quality curricula using HQIM (High-Quality Instructional Materials), and support students’ growth in both English and Spanish through project-based learning, culturally responsive instruction, and the integration of wraparound services provided by the FSCS model.

This is a unique opportunity for educators to help build a school from the ground up while making a transformative impact on a new generation of bilingual leaders.

Key Responsibilities**Instruction & Curriculum Implementation**

- Deliver rigorous instruction in English and/or Spanish aligned to DLC’s two-way dual language model and language allocation plan.
- Use research-based teaching strategies and HQIM to meet diverse learners’ academic, linguistic, and cultural needs.
- Incorporate project-based learning and real-world connections into daily instruction.
- Use formative and summative assessments to inform instruction and differentiate support for all students, including MLLs and students with learning differences.

Classroom Culture & Student Support

- Establish a culturally affirming classroom culture where all students feel safe, respected, and valued.
- Promote bilingualism, biliteracy, and sociocultural competence through instructional practices and classroom routines.
- Collaborate with support staff, families, and FSCS partners to address academic and non-academic needs.
- Integrate social-emotional learning (SEL) and wellness practices into daily instruction.

Professional Learning & Collaboration

- Participate in all professional development, including a summer orientation and ongoing training focused on dual language education, culturally responsive pedagogy, and project-based learning.
- Engage in instructional communities of practice and contribute to a collaborative, solutions-oriented staff culture.
- Receive and give feedback through coaching, observations, and peer learning.

Family & Community Engagement

- Build strong relationships with families, communicating in their home language whenever possible.
- Partner with families as co-educators and collaborators in student learning.
- Participate in school-wide events, workshops, and community-building activities.

Qualifications

- Bachelor's degree and certification in elementary or content-specific education (Rhode Island or reciprocal state certification required by start date).
- Bilingual in Spanish and English with the ability to teach in one or both program languages.
- Deep belief in the power of dual language education, educational equity, and community-driven schooling.
- Commitment to inclusive practices that support all learners, including MLLs and students with IEPs or 504 plans.
- Strong classroom management, communication, and organizational skills.

Preferred

- Experience teaching in a two-way immersion or bilingual program.
- Familiarity with project-based learning and high-quality instructional materials (HQIM).
- Knowledge of culturally and linguistically sustaining pedagogy.
- Experience working in urban public schools or community-centered educational settings.

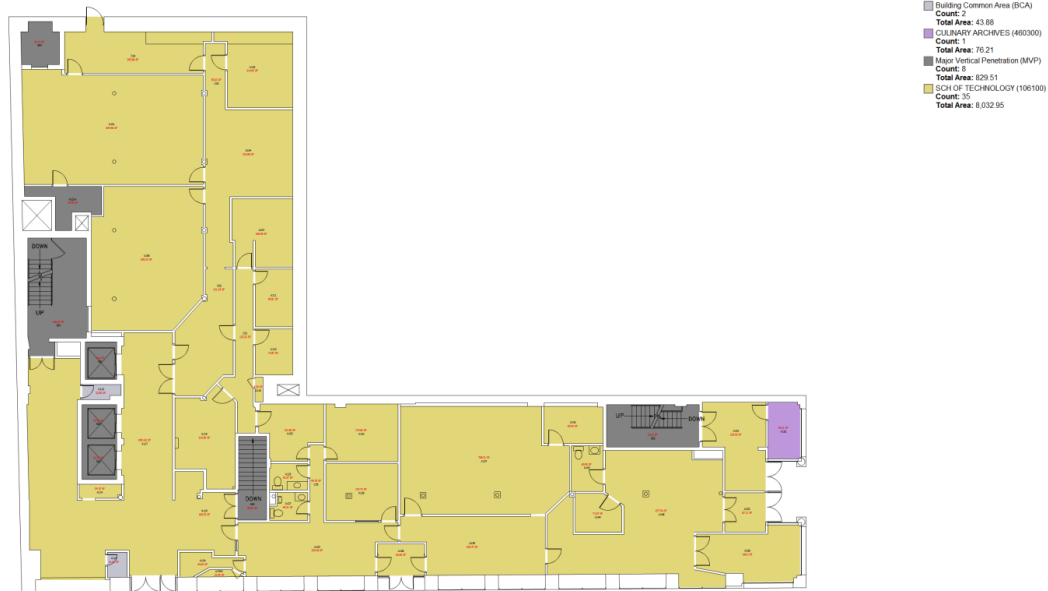
Compensation & Benefits

- Competitive salary based on experience and qualifications.
- Full benefits package including health, dental, vision, retirement contributions, and paid time off.
- Access to professional development, coaching, and leadership opportunities as the school expands.

To Apply

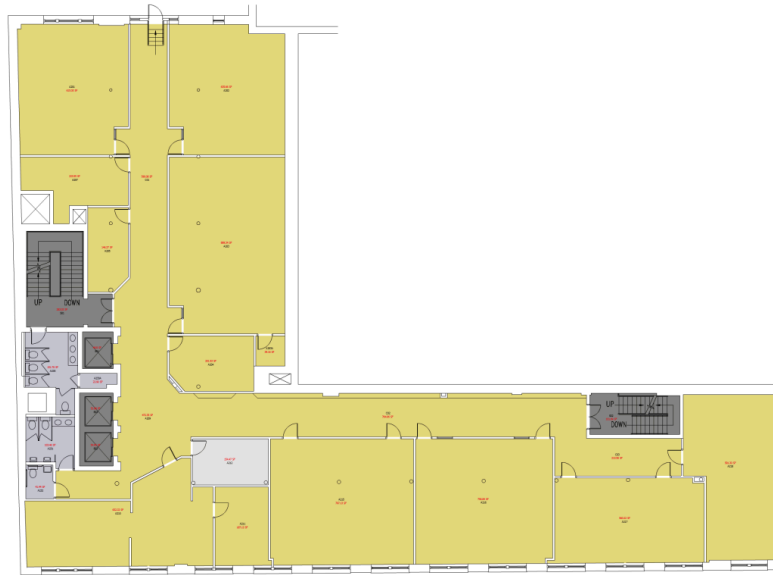
Submit a resume, cover letter, and three references to Clarissa Hernandez at clarissa@rieducationcollective.org or on [schoolspringRI](https://schoolspringRI.org). In your cover letter, please describe your experience with bilingual instruction, equity-focused teaching, and your interest in joining a founding team.

Appendix 30: Facility Rendering and Floor Plan



Campus
Building
Floor

Downtown Campus
Academic Center
1



Building Common Area (BCA)
 Count: 4
 Total Area: 319.50
 Floor Common Area (FCA)
 Count: 1
 Total Area: 154.47
 Mechanical Vertical Penetration (MVP)
 Count: 5
 Total Area: 603.45
 SCH OF TECHNOLOGY (100100)
 Count: 17
 Total Area: 8,302.54

Campus: DOWNCITY CAMPUS
 Building: ACADEMIC CENTER
 Floor: 2

Appendix 31: 5-Year Budget Projections

STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: DLC

		Implementation and Operations				
		Y1 (2027-2028)	Y2	Y3	Y4	Y5
MAJOR ASSUMPTIONS						
A	Average local aid per pupil	4,569.00	4,555.00	4,555.00	4,560.00	4,560.00
B	Average state aid per pupil	11,913.00	11,913.00	11,913.00	11,913.00	11,913.00
C	Student Enrollment	140	236	332	428	478
D	Gross Square Footage (GSF) of facility	6,000	10,000	21,000	26,000	26,000
E	Staffing					
	E1. School Principals/Asst Principals	1.0	1.0	1.0	2.0	2.0
	E2. School Support Staff	1.0	1.0	1.0	1.0	1.0
	E3. Executive Director/Superintendent	0.5	0.5	0.5	0.5	0.5
	E4. Deputies/Administrators	0.0	1.0	1.0	1.0	1.0
	E5. Program/Operations Support Staff	1.0	2.0	3.5	4.5	5.0
	E6. Teachers	8.5	13.5	16.5	22.0	23.0
	E7. Paraprofessionals	6.0	6.0	6.0	6.0	6.0
	E8. Pupil Support	2.5	3.5	5.0	6.0	8.0
	E9. Teacher Support	0.5	0.5	2.0	3.0	3.0
	E10. Program Management	2.0	3.0	4.5	7.5	8.0
	E11. Special Services	0.0	0.0	0.5	1.0	1.0
	E12. Facilities Maintenance	0.5	0.5	1.0	1.0	1.0
F	Staff FTE	23.5	32.5	42.5	55.5	59.5
	Subtotal:					
		23.5	32.5	42.5	55.5	59.5
OPERATING REVENUES						
1	Local Revenue	639,605.00	1,075,040.00	1,512,394.00	1,951,857.00	2,179,849.00
2	State Revenue	1,667,878.27	2,815,345.79	3,965,303.58	5,106,981.65	5,703,657.40
3	Grants - Charter Schools Program	200,000.00	200,000.00	0.00	0.00	0.00
4	Grants - Private	250,000.00	250,000.00	300,000.00	300,000.00	300,000.00
5	Federal formula funds (inc. Title I, III and IDEA)	148,500.00	279,500.00	445,500.00	594,000.00	594,000.00
6	Capital Projects Funds					
7	Other: Child Nutrition Reimbursement	112,500.00	206,250.00	243,750.00	281,250.00	318,750.00
8	TOTAL OPERATING REVENUES	3,018,483.27	4,826,135.79	6,466,947.58	8,234,088.65	9,096,256.40

STATE OF RHODE ISLAND

OPERATING EXPENDITURES

School Management

9	Salaries: Principals and Assistant Principals	120,000.00	125,000.00	128,750.00	252,612.50	260,190.88
10	Salaries: Support Staff	20,000.00	72,600.00	95,996.00	152,435.88	157,008.96
11	School Office	48,000.00	67,200.00	96,400.00	125,600.00	125,600.00
12	Other:					
13	Subtotal:	188,000.00	264,800.00	321,146.00	530,648.38	542,799.83

Program/Operations Management

14	Salaries: Executive Director or Superintendent	87,500.00	90,125.00	92,828.75	95,613.61	98,482.02
15	Salaries: Deputies and Administrators	40,000.00	100,000.00	103,000.00	106,090.00	109,272.70
16	Salaries: Support Staff	78,000.00	80,340.00	82,750.20	85,232.71	87,789.69
17	Legal	20,000.00	23,600.00	33,200.00	42,800.00	47,800.00
18	School Board	21,000.00	22,500.00	24,050.00	25,652.50	27,310.13
19	Business Operations	50,000.00	55,000.00	60,000.00	65,000.00	70,000.00
20	Information Management and Technology	48,500.00	36,000.00	44,000.00	40,000.00	40,000.00
21	Other:					
22	Subtotal:	345,000.00	407,565.00	439,828.95	460,388.82	480,654.53

Instruction

23	Salaries: Teachers	614,244.00	1,012,418.64	1,285,619.92	1,789,846.31	1,955,697.51
24	Salaries: Paraprofessionals	180,000.00	185,400.00	190,962.00	196,690.86	202,591.59
25	Stipends and Bonuses	5,000.00	7,500.00	10,000.00	12,000.00	15,000.00
26	Pupil-Use Technology, Hardware, and Software	60,000.00	70,000.00	80,000.00	90,000.00	100,000.00
27	Instructional Materials Supplies	50,000.00	75,000.00	85,000.00	95,000.00	115,000.00
28	Other:					
29	Subtotal:	909,244.00	1,350,318.64	1,651,581.92	2,183,537.17	2,388,289.10

STATE OF RHODE ISLAND

Instructional Support						
30	Salaries: Pupil Support	73,132.00	191,119.76	313,162.26	370,027.70	533,118.58
31	Salaries: Teacher Support	42,500.00	43,775.00	172,176.50	262,341.80	267,662.05
32	Salaries: Program Management	212,264.00	241,231.92	324,600.88	583,301.11	657,734.49
33	Salaries: Special Services	20,000.00	20,000.00	36,132.00	76,599.84	81,195.83
34	Guidance and Counseling	2,500.00	5,000.00	7,500.00	10,000.00	10,000.00
35	Library and Media	5,000.00	20,000.00	30,000.00	40,000.00	50,000.00
36	Extracurricular	10,000.00	20,000.00	30,000.00	40,000.00	40,000.00
37	Student Services, Outreach, Recruitment	15,000.00	30,000.00	45,000.00	60,000.00	60,000.00
38	Student Health Services	5,000.00	10,000.00	15,000.00	20,000.00	20,000.00
39	Academic Interventions	10,000.00	40,000.00	50,000.00	60,000.00	70,000.00
40	Curriculum Development	10,000.00	30,000.00	40,000.00	50,000.00	60,000.00
41	In Service, Staff Development, and Support	10,000.00	20,000.00	30,000.00	40,000.00	40,000.00
42	Assessment	15,000.00	20,000.00	25,000.00	30,000.00	30,000.00
43	Other:					
44	Subtotal:	430,396.00	691,126.68	1,118,571.64	1,642,270.44	1,919,710.94
Operations						
45	Salaries: Facilities Maintenance	32,500.00	33,475.00	68,958.50	71,027.26	73,158.07
46	Transportation	250,000.00	500,000.00	500,000.00	750,000.00	750,000.00
47	Food Services	150,000.00	275,000.00	325,000.00	375,000.00	425,000.00
48	Safety	0.00	0.00	50,000.00	50,000.00	50,000.00
49	Building Upkeep and Maintenance	10,000.00	20,000.00	30,000.00	30,000.00	30,000.00
50	Maintenance Contracts	0.00	0.00	48,000.00	60,000.00	60,000.00
51	Utilities	30,000.00	45,000.00	60,000.00	60,000.00	60,000.00
52	Lease	120,000.00	200,000.00	420,000.00	520,000.00	520,000.00
53	Debt Service	0.00	0.00	0.00	0.00	0.00
54	Capital Projects	0.00	0.00	0.00	0.00	0.00
55	Other:	0.00	0.00	0.00	0.00	0.00
56	Subtotal:	592,500.00	1,073,475.00	1,501,958.50	1,916,027.26	1,968,158.07
Other Obligations						
57	Fringe Benefits	292,469.00	438,478.35	587,113.48	797,648.98	886,977.41
58	Insurance (non-employee)	75,000.00	90,000.00	108,000.00	129,600.00	155,520.00
59	Retiree Benefits	37,436.03	56,125.23	75,150.53	102,099.07	113,533.11
60	Purchased Management Services					
61	Other:					
62	Subtotal:	404,905.03	584,603.58	770,264.01	1,029,348.05	1,156,030.52
Community Services						
63	Community Service Operations	70,000.00	118,000.00	166,000.00	200,000.00	239,000.00
64	Other:					
65	Subtotal:	70,000.00	118,000.00	166,000.00	200,000.00	239,000.00
66	Budgeted Contingencies	30,184.83	48,261.36	64,669.48	82,340.89	90,962.56

STATE OF RHODE ISLAND

67	TOTAL OPERATING EXPENDITURES	2,970,229.86	4,538,150.26	6,034,020.49	8,044,561.00	8,785,605.57
68	SURPLUS/(DEFICIT)	48,253.40	287,985.54	432,927.09	189,527.65	310,650.83
		1.60%	5.97%	6.69%	2.30%	3.42%

Appendix 32: School Schedules
Student Grade 1

De La Comunidad Elementary School

2026 - 2027

Teacher- 1st Grade Dual Language Teacher

Room- 101

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55	Student pick-up	Student pick-up	Student pick-up	Student pick-up	Student pick-up
8:00	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud
8:30	Reading Whole Group (45min.)	Reading Whole Group (45min.)	Reading Whole Group (45min.)	Reading Whole Group (45min.)	Reading Whole Group (45min.)
9:00	Reading WG Reading SG	Reading WG Reading SG	Reading WG Reading SG	Reading WG Reading SG	Reading WG Reading SG
9:30	Reading Small Group (45min.)	Reading Small Group (45min.)	Reading Small Group (45min.)	Reading Small Group (45min.)	Reading Small Group (45min.)
10:00	Math Whole Group -45	Math Whole Group -45	Math Whole Group -45	Math Whole Group -45	Math Whole Group -45
10:30	Math -WG Math -SG	Math -WG Math -SG	Math -WG Math -SG	Math -WG Math -SG	Math -WG Math -SG
11:00	Math Small Group -45	Math Small Group -45	Math Small Group -45	Math Small Group -45	Math Small Group -45
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:00	Recess ESL / Phonics	Recess ESL / Phonics	Recess ESL / Phonics	Recess ESL / Phonics	Recess ESL / Phonics
12:30	ESL / Phonics In English (45	ESL / Phonics In English (45	ESL / Phonics In English (45	ESL / Phonics In English (45	ESL / Phonics In English (45
1:00	Writing	Writing	Writing	Writing	Writing
1:30	Planning Time MUSIC	Planning Time ART	Planning Time Physical Edu.-PE	Planning Time LIBRARY	Planning Time Health
2:00	Science	Common Planning Time - ART / P.E.	Science	Science	Science
2:30- 3	Humanities/ Social Emotional ?	Common Planning Time - P.E	Humanities/ Social Emotional ?	Humanities/ Social Emotional ?	Humanities/ Social Emotional ?
3 - 3:45	Early Release - Professional Development	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time

De La Comunidad Elementary School

2026 - 2027

Teacher- 1st Grade Dual Language Teacher

Room- 101

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55	Student pick-up	Student pick-up	Student pick-up	Student pick-up	Student pick-up
8:00	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud	Morning Meeting/ Interactive Read-Aloud
8:30	Reading Whole Group (45min.)	Reading Whole Group (45min.)	Reading Whole Group (45min.)	Reading Whole Group (45min.)	Reading Whole Group (45min.)
9:00	Reading WG Reading SG	Reading WG Reading SG	Reading WG Reading SG	Reading WG Reading SG	Reading WG Reading SG
9:30	Reading Small Group (45min.)	Reading Small Group (45min.)	Reading Small Group (45min.)	Reading Small Group (45min.)	Reading Small Group (45min.)
10:00	Math Whole Group -45	Math Whole Group -45	Math Whole Group -45	Math Whole Group -45	Math Whole Group -45
10:30	Math -WG Math -SG	Math -WG Math -SG	Math -WG Math -SG	Math -WG Math -SG	Math -WG Math -SG
11:00	Math Small Group -45	Math Small Group -45	Math Small Group -45	Math Small Group -45	Math Small Group -45
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:00	Recess ESL / Phonics	Recess ESL / Phonics	Recess ESL / Phonics	Recess ESL / Phonics	Recess ESL / Phonics
12:30	ESL / Phonics In English (45	ESL / Phonics In English (45	ESL / Phonics In English (45	ESL / Phonics In English (45	ESL / Phonics In English (45
1:00	Writing	Writing	Writing	Writing	Writing
1:30	Planning Time MUSIC	Planning Time ART	Planning Time Physical Edu.-PE	Planning Time LIBRARY	Planning Time Health
2:00	Science	Common Planning Time - ART / P.E.	Science	Science	Science
2:30- 3	Humanities/ Social Emotional ?	Common Planning Time - P.E	Humanities/ Social Emotional ?	Humanities/ Social Emotional ?	Humanities/ Social Emotional ?
3 - 3:45	Early Release - Professional Development	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time

Student Grade 6

De La Comunidad Elementary School

2026 - 2027

Teacher 1 - 6th Grade Dual Language Teacher

Room- 101

6th Grade:50/50: All math, literacy in English and Science and Social Studies in Spanish

	Monday	Tuesday	Wednesday	Thursday	Friday
8 - 8:58	English	English	English	English	English
9:00 - 9:58	S.S. / Humanities	S.S. / Humanities	S.S. / Humanities	S.S. / Humanities	S.S. / Humanities
10 - 10:58	ESL/SSL or WIN	ESL/SSL or WIN	ESL/SSL or WIN	ESL/SSL or WIN	ESL/SSL or WIN
11 - 11:30	Advisory	Advisory	Advisory	Advisory	Advisory
11:32 - 12:02	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:04 - 1:02	Math	Math	Math	Math	Math
1:04 - 2:02	Physical Education	Science	Science	Science	Science
2:04 - 3 pm	2:15 pm Early Release - Professional Development	Music	Art	Media / Library	Health

Teacher #1 Grade 6

De La Comunidad Elementary School

2026 - 2027

Teacher 1 - 6th Grade Dual Language Teacher

Room # - TBD

6th Grade:50/50: Math and Literacy in English and Science and Social Studies in Spanish

	Monday	Tuesday	Wednesday	Thursday	Friday
8 - 8:58	English Group 1	English Group 1	English Group 1	English Group 1	English Group 1
9:00 - 9:58	S.S. / Humanities Group 1	S.S. / Humanities Group 1	S.S. / Humanities Group 1	S.S. / Humanities Group 1	S.S. / Humanities Group 1
10 - 10:58	ESL with support from the ESL teacher	Common Planning Time- (Students w/ ESL teacher)	ESL with support from the ESL teacher	ESL with support from the ESL teacher	ESL with support from the ESL teacher
11 - 11:30	Advisory	Advisory	Advisory	Advisory	Advisory
11:32 - 12:02	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:04 - 1:02	English Group 2	English Group 2	English Group 2	English Group 2	English Group 2
1:04 - 2:02	Planning Time - Music	S.S. / Humanities Group 2	S.S. / Humanities Group 2	S.S. / Humanities Group 2	S.S. / Humanities Group 2
2:04 - 3 pm	2:15 pm Early Release - Professional Development	Planning Time - Art	Planning Time- Media / Library	Planning Time- Health	Planning Time - Physical Education
3 - 3:45	Early Release - Professional Development	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time

In year one, the 2 Dual Language teachers will be teaching 2 subjects to 2 classes using their elementary certification. In year 2, each teacher will be teaching 1 subject based on their certification.

De La Comunidad Elementary School

2026 - 2027

Teacher 2- 6th Grade Dual Language Teacher

Room # - TBD

6th Grade:50/50: Math and Literacy in English and Science, Advisory and Social Studies in Spanish

	Monday	Tuesday	Wednesday	Thursday	Friday
8 - 8:58	Math Group 2	Math Group 2	Math Group 2	Math Group 2	Math Group 2
9:00 - 9:58	Science Group 2	Science Group 2	Science Group 2	Science Group 2	Science Group 2
10 - 10:58	SSL with support from the SSL teacher	Common Planning Time- (Students w/ SSL teacher)	SSL with support from the SSL teacher	SSL with support from the SSL teacher	SSL with support from the SSL teacher
11 - 11:30	Advisory	Advisory	Advisory	Advisory	Advisory
11:32 - 12:02	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:04 - 1:02	Math Group 1	Math Group 1	Math Group 1	Math Group 1	Math Group 1
1:04 - 2:02	Planning Time - P.E.	Science Group 1	Science Group 1	Science Group 1	Science Group 1
2:04 - 3 pm	Early Release - Professional Development	Planning Time - Music	Planning Time - Art	Planning Time- Media / Library	Planning Time- Health
3 - 3:45	Early Release - Professional Development	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time	Meeting Time/ Planning Time

In year one, the 2 Dual Language teachers will be teaching 2 subjects to 2 classes using their elementary certification. In year 2, each teacher will be teaching 1 subject based on their certification.

Appendix 33: School Calendar

De La Comunidad Bilingual School Year Calendar

School Year: 2027–2028 | 187 Student Days

AUGUST 2027

- Tues–Thu, Aug 24–Aug 26 — Teacher Professional Development (3 days)
- Fri, Aug 27 - Teacher planning/classroom setup (optional, no students)
- Mon, Aug 30 — Student / Family Orientation Day
- Tue, Aug 31 — First Day of School

Total student days in Aug: 1 day

SEPTEMBER 2027

Mon, Sep 6 — Labor Day (No School)

Total student days in Sept: 21 days

September 15 - October 15: Celebrate Hispanic Heritage Month

OCTOBER 2027

- Fri, Oct 8 — Teacher Professional Development Day (No School)
- Mon, Oct 11 — Indigenous Peoples’ Day (No School)
- Thu, Oct 28 — 1st Parent-Teacher Conference / Report Cards (Evening)

Total student days in Oct: 19 days

NOVEMBER 2027

- Thu, Nov 11 — Veterans Day (No School)
- Thu–Fri, Nov 25–26 — Thanksgiving Recess (No School)

Total student days in Nov: 19 days

DECEMBER 2027

- Mon–Tue, Dec 20–21 — School in session
- Thu, Dec 23 – Fri, Dec 31 — Winter Break (includes New Year’s Day holiday)

Total student days in Dec: 17 days

JANUARY 2028

- Mon, Jan 3 — School resumes
- Mon, Jan 17 — MLK Jr. Day (No School)

Total student days in Jan: 20 days

FEBRUARY 2028

- Mon–Fri, Feb 21–25 — Winter Break (President’s Day week)
- Mon, Feb 21 — President’s Day (No School)

Total student days in Feb: 16 days

MARCH 2028

- Mon, Mar 13 — Teacher Professional Development (No Students)
- Thu, Mar 23 — 2nd Parent-Teacher Conference / Report Cards (Evening)
- Fri, Mar 31 - Celebrate Cesar Chavez Day in School Activities

Total student days in Mar: 22 days

APRIL 2028

- Mon–Fri, Apr 10–14 — Spring Break

Total student days in Apr: 15 days

MAY 2028

- Mon, May 29 — Memorial Day (No School)

Total student days in May: 22 days

JUNE 2028

- Mon, June 19 — Juneteenth Day (No School)
- Thurs, Jun 22 — Last Day for Students (Day 187)
- Fri, Jun 23 — Teacher Professional Development (1 day, no students)

Total student days in June: 18 days

Quick Calendar Math

- 187 student days
- 5 full-day holidays: Indigenous Peoples’ Day, Veterans Day, MLK Day, Memorial Day, and Juneteenth
- 2 full-week breaks: February Winter Break, April Spring Break

- 2 PD Days October and March (no students)
- 191 Teacher days

Key Parent Dates

Parent-Teacher Conferences:

- Thu, Oct 28, 2027
- Thu, Mar 23, 2028

Trimester Marking Periods

- August 31 - December 2: 62 days
- December 3 - March 21: 63 days
- March 22 - June 22: 62 days

Appendix 34: Pre-opening Checklist

Category	Task	Responsible Person	Start Date	Completion Date
A. GOVERNANCE				
Governance	File articles of incorporation with Secretary of State	Board Chair	Jan 2026	Feb 2026
Governance	Submit names/contact info/resumes of founding Board	Board Chair	Jan 2026	Jan 2026
Governance	Submit board meeting schedule	Board Chair	Jan 2026	Jan 2026
Governance	File ethics forms per RI Ethics Commission	Board Chair	Jan 2026	Feb 2026
Governance	Obtain Employer Identification Number (EIN)	Board Treasurer	Jan 2026	Feb 2026
Governance	File for and obtain 501(c)(3)	Board Chair	Jan 2026	May 2026
Governance	Submit Board evaluation protocol for academic oversight	Board Chair	May 2026	Sep 2026
Governance	Submit Board approved conflict of interest policies	Board Chair	Feb 2026	Mar 2026
Governance	Submit updated names/contact info/resumes of Directors/Officers	Board Chair	Feb 2026	Mar 2026
Governance	Draft final charter form	Superintendent	Feb 2026	Mar 2026
Governance	Schedule onsite visit with RIDE & Board presentation	Superintendent	Aug 2027	Oct 2027
B. FINANCE				
Finance	Submit draft financial policies for RIDE review	Director of Business Ops	Feb 2026	Apr 2026
Finance	Submit business plan, financials, budgets, cash flow	Director of Business Ops	Feb 2026	Apr 2026
Finance	Schedule training on UCOA financial reporting	Director of Business Ops	Mar 2026	Aug 2026
Finance	Provide evidence of RIDE-approved accounting system (UCOA)	Director of Business Ops	Aug 2026	Nov 2026
Finance	Upload budget to UCOA	Director of Business Ops	Jan 2027	Apr 2027
Finance	File ETF/W-9 and register in OSP Supplier System	Director of Business Ops	Apr 2027	Aug 2027
Finance	File first quarterly financial report	Director of Business Ops	Oct 2027	Oct 2027
C. FACILITIES				
Facilities	Submit updated facility acquisition plan; review milestones	Director of Business Ops	Jan 2026	Aug 2026
Facilities	Submit evidence of facility acquisition milestones	Director of Business Ops	Dec 2025	Jun 2026
Facilities	Identify building for operation	Director of Business Ops	Dec 2025	Dec 2025
Facilities	Submit terms/conditions of building use	Director of Business Ops	Dec 2025	Jun 2026
Facilities	Submit Facilities Requirements & Assurances	Director of Business Ops	Jun 2026	Jun 2027
Facilities	Obtain Certificate of Occupancy	Director of Business Ops	May 2027	Jul 2027
D. PERSONNEL				
Personnel	Submit name/contact/resume for chief administrator	Superintendent	Dec 2025	Dec 2025
Personnel	Submit staffing plan	Superintendent	Apr 2027	Jun 2027
Personnel	Obtain approval for evaluation & support system	Principal	Apr 2027	Jul 2027

Personnel	Set up EPSS access and evaluation data reporting	Principal	Jul 2027	Aug 2027
Personnel	If using RI Model, evaluators attend summer training	Principal	Jun 2027	Aug 2027
Personnel	Establish Personnel Assignment System & eCert portal	Principal	Jul 2027	Aug 2027
Personnel	Establish staffing policies, including appeal procedures	Principal	Dec 2026	Mar 2027
Personnel	Ensure new staff enroll in ERSRI or other retirement plan	Principal	Apr 2026	Jul 2027
Personnel	Submit request for lottery weight for approval	Principal	Sep 2026	Oct 2026
Personnel	Include school on charter common application	Superintendent	Sep 2026	Oct 2026
Personnel	Submit draft/final student enrollment procedures	Principal	Sep 2026	Oct 2026
Personnel	Submit lottery report (CSAR) and waitlist	Principal	Apr 2027	May 2027
E. EDUCATION PROGRAM				
Education Program	Provide evidence of 50% of enrollment committed	Principal	Jan 2027	Mar 2027
Education Program	Schedule training on RIDE assessment systems	Principal	Mar 2027	Jun 2027
Education Program	Schedule training with RIDE MLL coordinators	Principal	Mar 2027	Jun 2027
Education Program	Schedule training with RIDE special ed coordinators	Principal	Mar 2027	Jun 2027
Education Program	Submit evidence of qualified special ed administrator	Principal	Apr 2027	Jul 2027
Education Program	Schedule training on health program requirements	Principal	Apr 2027	Jul 2027
Education Program	Schedule training on educator evaluation system	Principal	Apr 2027	Aug 2027
F. OPERATIONS				
Operations	Finalize plans/calendar for comprehensive assessment system	IT Manager	Apr 2027	Aug 2027
Operations	Complete IT/Data Manager training	Superintendent	Apr 2027	Jul 2027
Operations	Complete New School Information Form	Superintendent	Jan 2027	Mar 2027
Operations	Create organization in Master Directory	Superintendent	Jul 2027	Aug 2027
Operations	Complete School Profile Form	Superintendent	Apr 2027	Jul 2027
Operations	File Annual School Health Report	Principal	Aug 2027	Jun 2028
Operations	Finalize school safety/fire drill/lockdown plans	Director of Business Ops	May 2027	Aug 2027
Operations	Finalize student transportation services	Director of Business Ops	Nov 2026	Mar 2027
Operations	Finalize food/nutrition services	Principal	Nov 2026	Mar 2027
Operations	Finalize school calendar	Director of Business Ops	Oct 2026	Nov 2026
Operations	Finalize insurance coverage	Director of Business Ops	Jan 2027	Mar 2027