Albuquerque Bilingual Academy ABA GC Meeting Minutes for Virtual Meeting Date: March 15, 2021

| | Date: March 15, 2021 | | |
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| Board Members Present | Brenda Baca, Melissa Trujeque, Doris Cole, Julian Munoz | | |
| Absent | Jose Garcia | | |
| Others in Attendance | Chris Jones, Kyle Hunt, Danielle Miranda, Esteban Cole, Priyam Banerjee | | |
| QUORUM | X YES NO | | |
| Meeting called to order | Brenda Baca called the meeting to order at 4:30 pm & Roll Call by Brenda Baca | | |
| Item | Discussion | Action/Recommendation | |
| Approval of the Agenda Special Issues | 03/15/2021 | Brenda Baca called for a motion to approve the agenda. Julian Munoz motioned. Melissa Trujeque seconded Brenda Baca called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained | |
| (Discussion/Action) | | | |
| Approval of Charter Contract Amendment | a. Add Heritage Model of Bilingual Education (Grades 2-3, 4-5, and 6-8) Jones: Let me share the information so you have some background on what I am proposing and then I hope to gain your approval. In summary, what we need to do in my opinion and of course this is going to be entirely up to the council to decide but we need to add some different offerings for our students. I think we serve a very good purpose in our community; we have a 50/50 dual-language emersion program currently. That really does work well for those students who enter with some background, when it comes to Spanish they have some command of their home language. If Spanish is the target language for students and they come in later than about 2nd grade, they always seem to have a really hard time. One thing that's important to understand is first of all the way dual-language works for us is 50/50 emersion is that students learn for 3 hours of Spanish and 3 hours of English,so for those students who come in without having Spanish sopken in the home, without having the reinforcement support in the home, and without having any prior knowledge of the language coming in at 3nd,38 grade is often difficult for them. Because they're learning math in Spanish and they need to learn that terminology and then transfer that to English to take their assessments. They also take social studies in Spanish and it is complete emersion, there is some support in English but there isn't a lot because it is a requirement based on what we're looking at in front of us. Then there is Spanish language arts which is always good because that's the intent for our students to learn, to become fluent in the Spanish language, so they need to be able to read and write and become bi-literate. But what those of us know who work in these programs, what we know is that doesn't always happen. Oftentimes you see the really sharp students who have IQ's, good head on their shoulders, good family support, they just have a more difficult time in a 50/50 emersion program. Therefore, wha | Brenda Baca called for a motion to approve the plan of a Heritage Model as presented by Mr. Jones. Julian Munoz motioned. Melissa Trujeque seconded Brenda Baca called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained | |

hour program with 1 hour for those students who do not require EL services and 2 hours for those students that are going to take Spanish Language Arts for 1 hour per day plus the 1 hour of English Language Development. Heritage is my recommendation because would be a 2 hour program; we would hire a teacher to pull small groups of kids or push-in to teach the 1 hour to the extra classes that are developed. With that in mind, that would also be 1 hour of additional services for ELD, that's for kids who need support in becoming more proficient in English. My goal is to add a couple of combo classes to begin. For the upcoming year, I would like to add a 4/5 combo class that would be a self-contained multi-grade level class and it would come with a teacher. We have an enrollment cap of 475 students and right now we are well underneath that; we're at about 375 students for next year. This would allow us to bring in additional kids who carry a unit value. If we added a 4/5 class, that would be 25 additional kids who may be reluctant to come into a full emersion program but still value the opportunity to learn the Spanish language. What I would like to do after that is consider adding a 2/3 grade class that would do the same thing; a combo class with a teacher who could teach the 1 hour of Spanish instruction to students and then provide the rest of the content. Eventually what I would like to do for the middle school in particular is offer additional courses that are not Spanish. So, I want to offer an English math class and an English social studies class, only because we do have a high number of students who flounder at that level and they do pick on some of the language but not enough for us to be comfortable sending them off to high school. I'll stop there and give you a chance to ask questions; I know that is a ton of information and then I'll get into the amendment request itself. <u>Baca:</u> So, new family wanting to come to your school but their 3rd grader doesn't know Spanish and doesn't want to take math in Spanish, how would that work for them? How would you explain it to them coming into our school if we went with the heritage program? Jones: The typical explanation is that we're a dual language emersion, so if you're student doesn't know Spanish it is going to be very difficult for them at the 3rd grade level. If you don't speak Spanish at home and can't support them, you may want to reconsider sending to your student to us because earning a 'D' once you get into intermediate level is not good. Most people come because they think their students will do well in a 50/50 dual language emersion program but what we find out later on is that they don't do so well, especially without having Spanish speaking parents at home. Now what the board would have to decide along with me as well as our leadership team which would be Ms. Miranda, Ms. Priyam, Mr. Cole, Mr. Bryant, and Diana, we have to decide which grade levels are most important for us to add right now because a lot of this has to be followed by marketing. People don't know we're offering this right now unless we market it; we have to let people know. So, we could potentially add 2 classrooms for next year, if we wanted to, and we could get the construction underway. We could add a 2/3 combo class that would be what I described as the heritage model and 1 hour of Spanish language arts and followed by 1 hour of ELD for those students who qualify as well as a 4/5 combo class that follows the same structure. We could do that but again it would really be us exploring how many students are even interested in this. I think for me and my opinion and my experience, I was the assistant principal here for some time and since being the director, I know for a fact that we will have families that are interested if we can get the word out and if we have the classrooms and the teachers for it. It makes me think of my own daughters, I wouldn't mind sending my daughters to a program like that as long as it's Spanish language arts that they're learning and they don't have to sit there with their mouths open and try to learn math. So Brenda to answer your question it really depends on what we offer. If we don't have a 2/3 combo class that follows the heritage model, then we can't accept anyone at those grade levels. It depends on what we want to start with.

Baca: Ok, thank you.

Jones: I want to share with you the amendment request form because that is next. If we choose to do this and if the board votes in favor of this recommendation, we will have to go up in front of the PEC. They want us to expand and increase our enrollment because they know our teachers do a great job with the population that we serve. I think we would have success as long as we have a good plan that we can outline for them and articulate once we get in front of them. For us this is pretty easy because we aren't adding a bilingual education program, we're only adding a program for some students. If we do this, I would want to get on the agenda for the month of April and get this approved so that we can begin marketing. If we only have 5 students interested in a program like this, then obviously we would have to put the brakes on until we have a considerable amount of time to market and make sure we have full class of 24 students. But we need to get on the agenda immediately. So again, this won't change our school's program, it will only add to it and I think enhance it. We already have one extra classroom which is why I believe we can add at least one multi-grade level classroom. In my opinion, it would be 4/5 combo class granted that we have the students and the interest. I would just request your approval, so we can get on the agenda for the month of April. We can try to market this and again if we don't have a full classroom that's committed to coming then we can wait until the following year and try again once we have amble opportunity to market this as an addition to what we're doing. I'd like to request that they allow us to add this for grades 2-8 so we have the flexibility to add additional classes and courses when we're prepared. I don't want to have to go back up and say now we want 4/5 or 6-8; I want to go

ahead and get the full approval and then start working on exactly how this rollout would take place. So I stand for questions guys and I know I've already kept you awhile.

Cole: I don't have questions because in my school we implement the same program.

Jones: Ok, Mrs. Cole I'll have to turn to you as well so you can help us to understand kind of the way it looks at the middle school level and give us some ideas for how we can make this successful at our school. So, thank you for sharing that with us. If you do approve this, I will notify you if and when we're added to the agenda and would appreciate anyone who could make it up if it is in fact in person and if it's through zoom then again I would appreciate you being there as well.

Reentry Update

a. PED 100% Reentry Requirement

Approval of Final Reentry Date

Approval of ABA Reentry Plan Jones: I will go ahead and summarize what happened to us recently. So on March 8th the PED decided to ring the bell and we were communicated to that it was a requirement to bring back all students at 100% capacity by April 5th. We have a plan in place in which we would bring students back at 50% at a certain date. Since March 1st we been providing small groups of 5-1 and we've had a lot of success with the small groups in the sense that we haven't had any cases of COVID arise at our school. Students have been really positive about returning and staff has been really positive about returning; I think we're all feeling good about settling back into our normal lives and feeling that sense of normalcy once again. On April 5th our goal was to have students return at 50% capacity. So what we want to do is continue trying to test our systems; we wanted to see how long it would take us to screen 185 students in the morning, how do our lunch procedures look, and how about our emergency evacuation drills look. All of those things were very important because what we're trying to do is make sure everyone is safe. We have all of the PPE in place, we have all of the MERV-13 air quality filters in place, we have good procedures that are working so far and so we wanted to continue testing them. Now we were told on March 8th that by April 5th there needed to be some changes made and when PED kicked this off they shared with us some major components of their plan 1) all school staff vaccinated- we're fortunate because Brenda had us setup with vaccines and within 2 weeks we'll be fully vaccinated and 2) full inperson learning for all students 5 days/week following procedures. We have a big decision to make and that was the point of calling this meeting. We have a couple considerations for the board because the board you guys are responsible along with me in not only managing the entire school from that standpoint and leading but we have to think about the operational and business side and we also have to think about what's best for our staff and students from a safety perspective and academic standpoint. So our plan was to come back on April 5th at 50% that means we would have roughly 200 students at our school on any given day and we would continue to have Wednesdays off to do deep cleaning and we would continue to test our systems to see if we're in over our heads or if everyone remains safe throughout this process and eventually we transition to a full re-entry. Our plan has since changed with the full re-entry requirement and my recommendation is that we continue on April 5th with the 50% re-entry and we transition to a full re-entry on May 3rd which is the first Monday in May. That would give us a chance to make sure we're comfortable enough with our systems in April and then we kind of wind ourselves up to have a couple of good months in-person 5 days per week, full school days through June 22nd. Now the danger is this, kids who want to come back soon and parents who want to send their students back ASAP could pull their students from our school and send them to their local APS School. Right now and this is important to share with you, as of today we have 234 parents that have responded to our survey we have almost 80% of our population that wants to come 5 days per week, full days. That leaves just under 100 students who will continue to receive work from us but it will be asynchronous work. It'll be assigned and it'll be structured and graded and they'll receive feedback but there will no longer be in-person live lessons with their teachers because they opted to stay home. It's kind of greatest good for greatest number type of situation to where our teachers can't be two people and can't be in two places at one time and they need to focus on the students that are in front of them which is 80% of our kids while the 20% of our kids are at home continuing to learn but in a different fashion that they've been accustomed to. The majority of our students and families want to come back. Mr. Munoz you asked a question in the chat about expanding the shells and I wanted to let you know something: With the full re-entry we could potentially expand into the shells if we purchase HVAC and a restroom for at least one of our buildings; that would allow us to put additional kids if we were to use some sort of partition or just structure like makeshift classrooms. It is very difficult to teach that way because you hear the sound and it's echoing all over the building; it's hard to get your students to focus if there's an additional class in the same building but it is a possibility. Munoz: Is there funding you can get or available to cover that? Jones: Yeah, so there isn't and there is. I did include it in our ESSA 2 application, so you know the federal government is passing legislation to get us additional funding and part of what we are receiving is a pull of funds of \$609,000 and I did allocate \$70,000 towards and HVAC system for one of our buildings. However, there are procurement laws we need to follow so we can't exceed \$60,000 from any one vendor unless we go to RFP and we still have to wait until the application

is approved. So guys that is what we're facing right now and I think the decision to be made as a board tonight is whether we're going to just go ahead and move forward with the plan that we

Brenda Baca called for a motion to keep it at 50% until May 3rd Julian Munoz motioned.

Melissa Trujeque seconded
Brenda Baca called for a vote.
GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained

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| | already had, not resisting the PED's demand for us to bring back 100% but scaling up to it as we | |
| | see fit and giving us more time to feel comfortable with what we have and who we have in front | |
| | of us. We are operating on a good crew of people; we have a great staff but it's required that | |
| | every single person is at school every single day because if not we're missing important things | |
| | like screenings and teaching and learning which is the whole reason students have come back and | |
| | there's just a lot to this. So, the 50% is still my recommendation through the month of April until | |
| | May 3 rd at which time I think we'll feel more comfortable bringing students back at 100%. Here | |
| | are the two dangers 1) students leaving and going to APS and 2) PED they may reach out to us | |
| | and perform site visits and they may see what we're doing and they may have a problem with it. | |
| | So it's really up to the board to decide what's the best approach for our school. There's a good | |
| | chance that if we do what we want to do and what we know is best they could eventually force us | |
| | into the full re-entry anyway. As the head administrator, I've always pushed back a little bit. I | |
| | think it's important that we do what's best and have site based control and local control that | |
| | comes from our board. My recommendation is my recommendation and if they did come to our | |
| | campus, I'd be willing to have the tough discussion with them, let them know what are plans are | |
| | and if they so choose and they forced us to bring back all students starting in two days from the | |
| | time they made this prompt to visit then we would make it possible. But my recommendation is to | |
| | scale into it. So I guess at this point I'm opening it up for discussion or questions and then | |
| | followed by a vote is what I would ask for. | |
| | Munoz: So you recommend that you keep doing what you had established or did you make | |
| | changes to the plan? | |
| | Jones: Yeah, good question. We'd like to continue with what we already established which is | |
| | we're done with small group, now we're continuing to scale upward and not downward, now | |
| | we're going to 50%. So, 50% of our students will be on campus one any given day except for | |
| | Wednesdays when cleaning happens until May 3 rd . On May 3 rd we'll stop 50% capacity and we'll | |
| | again scale up to a full re-entry and that's 100% of all students who wish to come back. | |
| | Munoz: And that's your recommendation, correct? | |
| | Jones: That is my recommendation. | |
| Public Comment | N/A | |
| Announcement of | Next GC meeting: Monday, March 29, 2021; 5:30 pm | Brenda Baca asked for a motion |
| Next GC Meeting | | to adjourn. |
| | | Julian Munoz motioned. Melissa Trujeque seconded. |
| | Meeting was adjourned at 5:18pm | -Brenda Baca called for a vote. |
| Adjourn | | GC approved unanimously by a |
| | | vote of 4-0; 0 opposed; 0 abstained |
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