

Albuquerque Bilingual Academy
ABA GC Meeting Minutes for Virtual Meeting
Date: September 28, 2020

Board Members Present	Brenda Baca, Doris Cole, Julian Munoz, Melissa Trujeque	
Absent	Jose Garcia	
Others in Attendance	Chris Jones, Danielle Miranda, Kyle Hunt, Patty Matthews, Priyam Banerjee, Marissa Rios	
QUORUM	<u> X </u> YES NO	
Meeting called to order	Brenda Baca called the meeting to order at 5:30 pm & Roll Call by Brenda Baca	
Item	Discussion	Action/Recommendation
Approval of the Agenda	09/28/2020	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
Approval of Minutes	08/31/2020	Brenda Baca called for a motion to approve the 08/31 minutes. 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
Consent Agenda		
Approval of BARs	BARs for consideration: 1. 0005-D 2. 0006-IB 1. Justification: (\$187,646)- To decrease budget to match SEPT SEG BAR budget amount provided by PED. 2. Justification: \$7,230- to create budget based on BAB Final Allocation SY20-21 provided by NMPED.	Brenda Baca called for a motion to approve BARs 0005-D & 0006-IB. 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
Special Issues (Discussion/Action)		
Budget Report Updates	<u>Hunt</u>: Starting with the Revenues, this is until August, most of our revenues though besides SEG and Transportation are done on a reimbursement basis. It will probably be until October/November that we actually start seeing movement on these as we move through the RFR, submit them to PED, get them approved, and actually reimbursed to us. We do have our HB-3333 and SB-9 that you can see as well. Going down to the Expenditure Report, the last expenditure report that you discussed last month was as of 8/27/20, so there are not actually too many changes between these two reports. It still does show a few negative line items that I previously discussed where we had all our teachers pushed into one line item but then we opened up with the new K-5 Plus and the At-Risk. Those adjustments have been made but they were just made in September so they will not be reflecting until next months reports. Other than that, we still do have a ton of budget availability: \$894,601 in Instruction and \$20,000 in Student Support. Everything else has been flooring through as expected. We have been encumbering our CARES money as we have been opining a lot of PO's and we should be seeing full reimbursements for those. I will re-highlight the total operational availability, even with that entire lease in there, we still show \$745,968 available which is great because we are subtracting that \$200,000 from that SEG decrease. We still have a lot of available money and we will have more once we remove that lease as well. Here is the Bank Account Register Activity Report, we did have a positive cashflow taking in \$334,886.50 in revenue and only dispersing \$304,609.97 in expenditures. This directly correlates into our Bank Rec which we ended last month with \$2.577 million and \$4,977.93 in outstanding checks. This directly did tie to our GL, so there were no issues there, everything is accounted for. Moving on, we do have the full \$5,000. These Home Depot checks since September have been removed; Chris took them to Home Depot. They were no longer recognizing them, and they have been giving us a lot of issues for those some reason; we're working on a number solution. Going down to our Balance Sheet you can actually see how that \$2.566 is distributed across our funds. With \$700,000 in the Operational account, some in transportation as we start to get those allocations in and they've actually been invoiced by the contractor, we talked about how we do carry a large food service fund but then again majority is in our HB-33 and SB-9. Looking at the Dashboard, the dashboard is very similar to the Expenditure Report, these big changes are mainly due to how the state initiatives were in. We didn't have the K-5 Plus summer program, so there weren't as many expenditures as there were last year.	

Approval of Parent Acceptable Use Policy	<u>Jones:</u> This is for your consideration the approval of an acceptable use policy. This has to do with the implementation of a new parent portal for what is known as our student information system. Schools utilize a student information system to capture student data from grades to finance to special programs to attendance; so, it's a one stop shop for schools to house information on students. We are launching a parent portal to give parents access to this information in real time, so that they can always view the progress of their students and communicate with the school in a real time manner. What we have in front of us is just a list of guidelines that we're asking parents to follow and agree upon. At that point, we will add them to the parent portal and will grant them access. So, these are the guidelines and parameters for the use of the system it covers basic responsibilities of the parent/guardian like username and passwords are to be kept confidential. This is going to be a pretty big undertaking for the school; we have still about 380 parents. We're trying to streamline this process. The disclaimer for us, I think is going to be most important remembering that we are providing access as a service. So, we can suspend or terminate privileges, we aren't liable for any damages to personal equipment, it is a convenience, the data is our property, However Tyler SIS is not an official record, it is in real time so there will be updates, and finally allowing them to release any claims or damages against us. This is really only to try to mitigate any damages in the future. But it is a great service for families; it is a step up for us. Hopefully, this will free up our teachers so they aren't explaining some of the things that parents will have access to otherwise.	Brenda Baca called for a motion to approve the Parent Acceptable Use Policy. 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
Facilities Update: RDF Underwriting	<u>Jones:</u> I just wanted to give you a quick update on the week and what we have coming up this week in particular with RDF. However, I do know that Patty is going to give us some updates within the Executive Session. I will just tell you very briefly that this week we do have three members of the RDF Team coming to Albuquerque. We do have a meeting planned for Wednesday; we are planning on meeting in the evening to discuss the transaction. Also, it is very informal; it's just a more of a meet and greet, so I can get to know Adrian and Alyssa and they wanted to know myself a little bit more. They also asked for the Facilities Chair which is Mr. Munoz, so they want to talk to him as well. I think they really want to meet us to see who we are first and foremost and get to know us and tell us a bit about themselves. That will be followed by an onsite visit on Thursday; they are coming to school to do an informal walkthrough and see what the facility looks like. They haven't been in-person onsite to see the school and what we have happening. So, its going to be a good experience this week; we're going to get to know the people that are helping us tremendously and giving us life and a future for many years to come. We are looking forward to meeting them. But I'm very excited and I just wanted to let you guys know what was happening this week and say congratulations again to the members board because this has been an ongoing process and I'm really happy that we have what feels like new life with this partnership.	
K-5 Plus Update	<u>Jones:</u> I wanted to give you a very brief update. We did apply for and received approval for implementing the K-5 Plus program this summer. This year, they've allowed us to add 15 additional days as opposed to 25. The Secretary of Education will actually give us a waiver to relieve us of 10 days, so we will not have to implement the full 25 days. I think part of that is based on funding availability to be honest with you; I think the PED saw that now we have in place this requirement for schools to either participate in the extended learning time program which is 10 additional days added to the calendar plus PD or to implement a K-5 Plus program which is 25 additional days. I believe that the 15-day requirement is something that is going to save the state a little bit of money but is still going to satisfy what the legislative body decided on recently. So, we did get approved for that, I do have some concerns and I wanted to share them with you now: 1) There are requirements that need to be met. I will let you know that in applying for this program, the requirements weren't shared. I truly did believe we would have more flexibility with staffing; there's a requirement that teachers stick with their students for the additional 15 days. Obviously, as we know from experience, it's based on a daily rate to pay staff which is based on a formula that takes into account the number of students that we are serving and that is multiplied to similar unit value to come up with a final amount that we can allocate towards certain supplies, materials, and services that we need for the program. One thing that just came about is testing. After applying for the program and receiving approval, we did learn that there is a testing requirement for beginning of year for all students participating in the program. At the very beginning of the school year, we were told that the BOY assessment for Istation was waived by the PED and Istation because of test security; they could not secure testing in the households of students and there was also a lack of devices. So, they decided that would be out of the question for the current school year. Now with K-5 Plus, we were just sent and email last week which indicated that we are required to administer the BOY Istation Assessment. So that puts us behind and back in a situation of "how do we satisfy this requirement given that our students are learning remotely?" Now we're scrambling trying to figure out a plan to have students come in and take the assessment online inside of our school, using our devices. Now that is only one issue, we do know that only 50% of our families have already indicated that they do now want their students returning to our school building this school year. So, the requirement of BOY testing is problematic for us because if we do not test all of our students that could potentially impact our funding although it is out of our control. The other thing is staff sticking with students, K-5 Plus was of course eliminated last year because of COVID and they did not	

	want to continue with an online K-5 Plus program. So, we really didn't put in a lot of thought or consideration into implementing it into the upcoming summer. Come to find out from the director that all the same requirements exist, so I have already been notified by a few staff members that cannot participate. At this point and time, either the 15 days extending the school year is a requirement or 10 additional days which will be added to our calendar as a requirement. As you recall, we already approved our calendar for the third time. Right now, I'm trying to get some clarification from PED. To summarize, there are a lot of things that are up in the air for K-5 Plus and I wanted to give you a few examples which you heard of staffing and testing. We do need to get these responses before we make a responsible decision about a program to implement. We also have to figure out from PED if are in fact able to change our model and adopt the extend learning time program. We are in a bit of a bind right now, the last thing we want to do is attempt to implement a program that is going to eat back into our Operational funds because we didn't get the enrollment and we didn't satisfy the requirements. We're working on it and this my update for K-5 Plus.	
ABA Reentry (In-Person Return Date)	<u>Jones:</u> We had discussed in the previous meetings that we come back to this item on a regular basis, so we can identify what we're missing or we can feel comfortable with a return date and setting that date. We know that re-entry is a hot topic right now. We've been monitoring the news and the implementation of other districts and trying to see the success rates. Also, of course we're monitoring the public health data and what's happening with our families and their comfort level. So, we're putting all these factors together to determine whether or not our students should return and if so when. With that in mind, I just wanted to have a further discussion and get some input from our counsel because at the end of the day, you guys make the final decision as to what would happen with this in-person return date and what it looks like. At the school level, we have been working in a committee to put together a plan for re-entry. This includes systems like transitions to and from class and lunch time, to pick-up and drop-off, to screening kids in the morning, how we make sure we satisfy the social distancing requirements, how do we involve parents, and what are some of the policies and agreements. I want to thank Patty for her assistance, she has been huge help with that because we oftentimes have so much information coming in that it's hard to decipher the new information from the old. Patty has been really helpful in keeping us updated. Every time the PED comes out with a new requirement, we react to that requirement and attempt to satisfy whatever it is. With the re-entry, I feel at the school level we have some things that we still need to satisfy prior to allowing students to come. Everything has to be very calculated and that has been a bit problematic. You see on the TV students are without masks in certain districts across the country, you see them grouped up together obviously there isn't a social distancing practice in schools and we want to do a better job of that for the sake of staff and our students. But it is a daunting endeavor to tackle, I'll tell you that much. You have reviewed our re-entry plan; I think we reviewed it on several occasions. I did have you approve the initial plan; you did work with me through a few iterations and eventually we had our plan approved by the PED using their rubric. All is well on that side; that plan did indicate we would return on October 5th which as we know is Monday and we certainly can't satisfy the requirements that I'm going to share with you. This is a toolkit that was in your packet and will continue to be in your packet so you can access it at any time; this is information that comes from the PED and the PED gets their guidance from the NMDOH. I want to get to a certain page which is the assurances and the assurance document for us is a checklist. These are the requirements and they do change and that is one of the hardest things for us to keep up with and that's one of the reasons I mentioned Ms. Patty because she has assisted with the changes. We went from having disposable masks to having multi-layer cloth masks; it's also asking for us to have two multi-layer cloth masks per staff member and student. We went from disposables which we purchased and had to return to having these cloth masks. I'm trying to give you an idea of the timeline we're attempting to follow and really the length of what this process is like for us because we're reacting. It's also asking for 20 medical masks for each staff member with a close contact assignment that's going to be anyone within 6ft for longer than 3 minutes and also anyone who provides one-on-one interaction like our special education staff and nurses. They can also request a gown. Anyone who work with staff or students with COVID-like symptoms shall have N95/KN95 masks and face shields. The point being that we're still getting the guidance, we're still trying to process the guidance, and of course we're trying to inform our staff as we get it and understand it how this is going to work. We actually already have the cloth masks in, we're still trying to figure out how to obtain KN95 or N95 masks, we do have hand sanitizer, and full-length gowns are also ok. Cleaning products are very problematic for us right now, you can only order two bottles of bleach at a time from our vendors; we have looked at outside vendors as well. We're still having a hard time with Chromebooks; we have a shipment of 300 finally coming in next week; this is after ordering them in June. A PPE Point Person has been identified and a COVID-19 Point Person. We're still trying to secure a registered nurse for our site, since a lot of nurses are taking leave of absences because they don't want to interact with COVID. Social distancing plan, they're asking that no more than 50% of the registered students to be in any given classroom at any one time. It also says that if your school is located in counties in the green zone that have an enrollment for in-person learning of 100 students or less may bring back students in	Brenda Baca called for a motion to extend the ABA check-in date per month in the meantime also give Mr. Jones time to come up with a contingent plan for a 5-1 plan. 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

	all grades for in-person learning in a 5:1 student to staff ratio per enclosed indoor space. What this says is if you're not ready for re-entry, you're allowed to bring back K-6 at a 5-1 ratio. We can work with at-risk students, we can work with special education students, and students without technology on a 5-1, but that isn't the 50% capacity limit that were allowed: it's one or the other right now. We have to have and maintain an inventory of CDC-approved cleaning supplies. We're working on vendors for a misting service that helps to eliminate any of the COVID Virus that has been left behind after cleaning with CDC-approved cleaning supplies. There are some available vendors but of course it's going to cost us additional funding as you just heard Kyle state, we right now had our Operational dollars cut. We did get CARES Act funding and that was somewhat helpful, but we exhausted that with technology alone. We're trying to allot an unprecedented amount of things with less money; the things that we have to purchase, acquire, maintain from digital curriculum to cleaning supplies is really stretched our budget. And now with the decrease that Kyle is stating and with the loss of the students, we are in worse shape than before. We're back to being almost in the position that we would have been a couple of years back; however, there is some upside as Kyle mentioned, we just have to make sure we're responsible and creative in using federal funds and trying to figure out how to minimize our costs outside of these requirements. Custodial resources are another one. Written protocol on inspecting, repairing, and providing maintenance on ventilation systems, the next thing the sprung on us is having MERV 13 filters which is a heavy-duty filter that is able to capture smaller particles. We reached out to our contractor that helps us with maintaining our systems and TLC has stated that our units cannot handle MERV 13 filters, they will potentially break our units. But there is a middle ground that PED is willing to help us to reach which is we have to reach out to our contractor which is TLC and they have to provide us with something that is going to be more effective than what we've already installed. I want to mention that we have a service contract; we spend about \$13,00 per year servicing our two sites and that is by annual servicing all of our units. With this message it said, you're going to eliminate the \$6,500 that you just spent but now you have to replace the filters. The filters right now we priced at being between \$10 and \$15,000 with installation and the potential of breaking the unit is very real. The other lower grade filters are going to be similar; they will be comparable in cost. I'm trying to give you an idea of what all of this costs because not only is there the business of educating kids but there's the business of education and of course that's my responsibility is to work with you guys and Kyle to make sure we can sustain. This is not helping us and I think the re-entry really does hinge can we get these requirements met, still be in good shape financially, and still be able to support our FTE's to make this operational and make the academics work. So, we're working through these things trying to prepare but I'm telling you these things now because prior to having students return to campus, I need to sign off on this list saying we understand, we've done this, and we're ready for you to come out and inspect our site because that's the next step. Not only do we have to state it on paper and signoff on it, but they actually come out, sit with us, review what we've done and inspect our site to ensure that we're compliant. I want to let you know that we're still working on these things and when we discuss an October 5th re-entry date, right now that is unrealistic because that is Monday. Now in addition to this, I want to let you know that we are trying our hardest to monitor the public health data; we still have a bit of the same concern when we look at it by zip code. Based on our heatmap, 95% of our students come from 87105 and 87121 and if you've watched the news, you've seen that still the highest case rates are in those two zip codes. That for us is a little concerning. Let's get to the other side of this, we need students to come back. At the middle school level, our kids are doing horribly; they are not engaging, not completing their work and we have a lot of F's coming out right now. Our students are unable to maintain in this environment, they are lacking technology, but I think it is a little much for them and their families. At the elementary level, same thing. I think our elementary team is doing a good job of working with families and being as flexible as they can and all of our teachers are doing that, but we're losing students as well. We are down below 380 students right now; we started the school year with 407 students. Each are worth a certain amount of money and we aren't in the best shape when it comes to budget. So, what do we do? In my opinion I think we need to figure out how to bring students back sooner rather than later. However, we need to do that responsibly and our committee is working to figure out how to do that. I know that our staff, students, and parents are afraid, rightfully so it is a scary virus. But I think the virus is going to be around until next school year and we're going to be having the same conversations next school year about the fears and concerns we have about the return. I think at this point in time we need to figure out as a board what is best for students and the school. We've come a long way, so we have to figure out a good way to manage this. I'm asking for the boards assistance in having some thorough and thoughtful discussion about what is going to best for re-entry for our kids. Fortunately, we have a couple of parent members with Ms. Brenda and Ms. Melissa and an educator with Mrs. Cole, so I'm really interested in hearing your perspectives. <u>Cole:</u> Of course, Mr. Jones. I am with you; we have a lot of F's because we have about 40% of our students that never come to the class. So, APS ordered us to put 50% but 50% is an F. Nobody wants to do the homework; I posted the homework on Google Classroom and they complain that it is too hard but it's only to complete with one word. They have no social skills, don't improve their social skills; we as humans are socials, the need to improve social skills. They	
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	need to improve how to treat other people, not only to study but to improve their lives. This is our problem, a huge problem now. I always say, “please remember this is only for now, you need to be kind, you need to be positive, you need to be good with other people; this is most important than the things we teach you.” Because if not, they don’t care about other people; we have a lot of social problems now. This is the problematic situation right now. <u>Jones:</u> Thank you, Mrs. Cole. I appreciate your perspective as an educator. Everyone has unique experiences and I like to hear from you because we actually do serve a very similar population, different parts of town but the same socioeconomic background. I think we are running into the same problems and experiencing some of the same difficulties. So, I appreciate that, thank you Mrs. Cole. <u>Trujeque:</u> At the beginning when Ary’s school decided to open, I was all for it because she was having a hard time. Now that she is there and we’ve been through the process for about a month, it is a little bit scary. So I do see where you are coming from; they do not let any parent get out of their vehicle so it takes about 1 ½ hours to pick up a child, you have to keep that in mind. They do not allow the students to share the water fountain; so, each child has to take a water bottle every day to school and they cannot fill it up. So who knows how many students can’t take a water bottle to school, that breaks my heart. Ary has explain to me that if a child gets sick they send to this room where they are quarantined until their parent picks them up; that is a scary thought for her. It is a scary time for everyone and like I said I was all for it at the beginning but it’s reality and it’s a little scary. I can imagine what these children are thinking as well, and I think we need to take into consideration how they feel; they are probably just as scared as a parent. Ary has explained to me that she is afraid of getting sick as her parent how do I explain to her that you need to be in school, but you also need to be safe. So, it is kind of a conflicting situation to be in. However, her grades have skyrocketed being back in school. She was one of the students that was antsy and didn’t want to do nothing and couldn’t sit there for 4-5 hours a day. So, yes, her grades have improved but like I said it’s a kind of conflicting. I think with our school right now, I think we still have a lot of work to do. I don’t think that opening up is probably not in our near future. That is just my opinion personally, it is a tough one, it really is. <u>Jones:</u> Thank you, Melissa. I really appreciate that and that is a unique perspective as a parent, that empathy piece and understanding the minds of our students is also important. We have to be ready socially and emotionally. I think we’re ready with staff, but we also have to consider the burden it places on parents. Because you just mentioned an insider view on this whole situation that no one really understands. When I discussed systems earlier, we do have systems and we sat there as a team and Ms. Miranda can attest to this because she is on the team, we actually had a lot of discussion about it. It’s tense having these discussions because we all have mixed feelings. But one thing we do know is these systems just drop-off and pick-up alone, those are lengthy lengthy systems. One thing I’ve shared with the committee is now you see why people are bypassing the screenings and counting on parents to self-report, you see how all of a sudden some districts are getting away from the safety measures. You see that because the majority of the school day can be spent transitions alone; that is something that we have found to be a bit problematic and really trying to be safe. It’s a different world and to your point Melissia the water bottles and the quarantine room, it is very real, and it is a scary thing. <u>Baca:</u> For me, I have a 6th grader who is having a really difficult time through this whole process. I really want her to go on, but I have family members in the school districts that are teachers and they’re telling me their struggles as teachers going in and out. I see both aspects, but I think we need to work and hold off. We can come back and look at it next month, but I think for right now, our best bet is staying out. If that is ok with all the rest of you guys. <u>Trujeque:</u> Yeah, I agree with that. I think we should hold off maybe another month or so. Until we’re all completely confident it is safe to open. <u>Munoz:</u> When does APS open? <u>Jones:</u> APS will not return until January but similar to us they are having discussion during every board meeting. The truth is it’s about inherent risk; it is similar to playing football. If you’re going to play football, you know there is a really big possibility of getting hurt. Some people enjoy it so much and see so much benefit in participating in football or contact sports that they do it and parents allow it their children to do it because they understand that at the end of the day it’s about the wellbeing of the whole child. The thing is you have to take the pros and the cons; if students are having a difficult but I’ll be honest some of them are getting it. My fear is that our students aren’t going to do well because they don’t have the support, they don’t have the access to resources; we’re trying to make that possible but they just don’t have what my daughter has for example. It makes me feel bad as the leader of the school, so that part I’m not ok with. I am not ok with our students not having full access to education; I think that is a civil rights thing. If you have a heart, you conscious tells you that you need to do something about it. I think we are, that is what this discussion is about. <u>Munoz:</u> Mr. Jones, are there any students going to campus right now? <u>Jones:</u> As of now, Mr. Munoz we do not have any students on campus with the exception of a few. We have done some testing with special education; we have our ancillary staff like our SLP who were onsite today. We have some interest in working with small groups.	
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	<u>Munoz:</u> Here is the reason I'm asking Mr. Jones, is it viable to isolate the kids that are struggling and kind of integrate them quicker into classroom versus the kids that aren't having issues, right? <u>Jones:</u> Yeah, absolutely. I think there is a way to make that work. One of things that comes to mind for me is staffing of course; it is difficult for me staffing wise. We right now, if we choose to move forward with this, I will adjust. You guys know me by now, I will make adjustments. I am going to be here doing what is right for kids, so I will figure it out. Of course, there is a staffing issue. If we want to do a 5-1 as Mr. Munoz is implying, not that he wants to but he is asking how that would work, the at-risk students if they come in make that a requirement, we may have a couple of teachers decide not to come in. They may take leave without pay for an entire year and that is ok with me; we can figure that out. We also may have an underlying health concerns, but I've asked to work through those problems already and I haven't been contacted by anyone. I think right now it's trending towards the side of teachers wanting to interact with students in-person. I think we do have some that are very concerned, but we have many that have reached out to me already saying please let's figure this out. So, to Mr. Munoz's question/point, I think there is a way to make this work. I think full re-entry is a concern. Let's say we have a 5-1 and make that a requirement. I think if we were to do a full day 5-1, then we would eliminate for every other student that's at home the online component unless the students in the classroom sit and interact with their computer while the teacher is teaching. There is a lot small things that we need to do as administration to figure out the best times if we want to do a 5-1. It can't be during live lesson times, also what does that requirement look like for teachers, how many days per week, how many hours per day, and how do we schedule students. We also have a cleaning protocol which means that we have to have the same set of students there for 2 days and then give ourselves a break to cleanup and make sure that is safe for the next group of students to come. I am trying to give you an idea of all of the things that we go through as administration including Ms. Miranda of course who does our scheduling, these are some of the items that even if we are to decide to come back on a smaller scale, there is a lot to work out. To the point of MAS, which is a huge school that Melissa's kids attend, that is a lot o systems to adopt and to teach and to make sure you have people adhering to them. So, is it possible? Yeah. Do I think we should figure out how to do it sooner than later? Yes, I think the 5-1 right now is in our best interest right to start identifying those kids. And then we can really pressure test to see how our systems are working and then we will be ready for our Hybrid Model which is 50% of all kids coming back hopefully sooner rather than later. But I agree with the ladies, we have to have these systems in place first. <u>Munoz:</u> Is it possible to do some kind of pilot, just with volunteers, just to like you said to do a pressure test, to see how those are going to handle? I just think it would make it easier to integrate once you work out the kinks with the small group versus 50% of students. If you could do some kind of plan like that; I don't know if you have it viable already or what not? Just to have in your back pocket, so maybe it's something you could present to us next time or in a special meeting? <u>Jones:</u> Ok, I will work on that. I also get some clarification from PED. I know some of the confusion I have is 5-1 as opposed to 50%, you saw the checklist and of course those are requirements, but I have some questions about the filters for the air conditioning units. For example, is that only for a hybrid situation or is that necessary before bringing students back 5-1? I believe that it's only for the hybrid situation to be honest because there have been schools that have had students back 5-1 since after Labor Day, prior to the release of this new toolkit and checklist. I think PED will work with us if that is the decision we make. So, I guess what I would ask is for you to do is grant me contingent approval on bringing students back on a 5-1, granted that we can have the checklist requirements satisfied or we receive clarification from PED, and then meeting again in a special session to share with you a schedule and a plan and ensuring that you have that same comfort level. <u>Munoz:</u> Mr. Jones, quick question on that. So obviously you're not going to open up for October 5th, you are requesting additional time, correct? How long do you think you're going to need, or should we do just a month by month basis with a contingent plan? <u>Jones:</u> Yeah, I believe so. I think for the authentic hybrid re-entry for 50% of our students, that would need to be month to month; I would ask that. If you're willing to give me some contingent approval for the 5-1, I think that we can get that done sooner rather than later at least for our at-risk students. I would be happy to present to you a schedule and a plan for that. <u>Munoz:</u> Ok, that sounds fair. Is that going to make it easier for you? Because at this point, I mean that is all we can do. I don't see us opening up on October 5th. <u>Jones:</u> Yeah, in my mind because I go back and forth to be honest with you, more so leaning toward how do we make this work? I am a big believer of let's figure out reasons why we should instead of why we shouldn't. And yeah, this is a big public health crisis, but I think for me, I have been sitting around talking to our new AP, figuring out how we make this work in all regards. I am really still in that mindset because I would rather students come back sooner rather than later. As long as we have the checklist satisfied, as long as we know we can do it safely, I think that for me, is in the best interest of our kids, who do not come from affluent homes, who are struggling and I know that firsthand. We would have 50% of our kids come back anyhow, 50% have already indicated they don't want to come back, for those 50% it's important that we get them back and educated. I believe personally that this whole online learning thing is a wash; I think we're going to have to reteach every single thing we're doing right now. So, the sooner we get our kids back	
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	the better but again, we need to do it safely. So as soon as I have the procedures down and satisfied the checklist, I am ready to go but that is going to have to be a month to month thing. <u>Munoz:</u> Just for the record, it is a month from October 5th is what Mr. Jones is going to need and contingent. <u>Jones:</u> Thank you, I really appreciate your time.	
Election of ABA GC Officers	<u>Jones:</u> I wanted to touch on this and just to begin, I don't believe at this time because of the timing of the last election, our three officers, I believe are ok in their current roles. <u>Munoz:</u> Yeah, I don't think we hit the time limit yet. <u>Jones:</u> I do not think so. Patty did help us with some clarification and understanding what our bylaws state. And what happened last time, just to refresh our memory is we had Ms. Judy step down and she took a position with the Governor, she left us on December 29th or 30th. So, it was kind of mid-term for her and shortly thereafter we had Ms. Regina who left as well. So, we lost our two highest ranking officers at that point in time if I'm recalling correctly. We had three new people step into these roles because we had a secretary role that needed to be filled. We have a President in Brenda, a Vice- President in Melissa, and a Secretary in Mr. Munoz who still have time within their terms. So, the election of officers at this point in time is not necessary; I did check what was submitted with the charter renewal and I know that you all started at their very time because I have the dates indicated. So, I do not believe that we have the need to elect officers and I would like to table this until the time rolls back around.	Brenda Baca called for a motion to table the election of officers until time limit is reached. 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
Closed Session	<u>Baca:</u> I invite Chris Jones, Patty Matthews, and Kyle Hunt to the closed session. Time: 6:42pm	Brenda Baca called for a motion for ABA's Board of Education to convene in Executive Session Pursuant to the Open Meetings Act: NMSA 1978 § 10-15-1 (H)(8) for the Purpose of Discussing Amendment to Lease between Earlier Learning Solutions Foundation and Albuquerque Bilingual Academy. 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
Reconvene to Open Session	<u>Baca:</u> Roll Call- states that all members agree that the matters discussed in the Executive Session were only limited to those specified in the agenda.	Reconvene to Open Session
Action as Necessary from Closed Session (Discussion/Action)	<u>Baca:</u> I move to approve the Fourth Amendment to the Lease Agreement between Earlier Learning Solutions Foundation, Inc. and Albuquerque Bilingual Academy, with such technical changes as may be required and advised by our legal counsel.	Brenda Baca called for a motion to approve the Fourth Amendment to the Lease Agreement between Earlier Learning Solutions Foundation, Inc. and Albuquerque Bilingual Academy, with such technical changes as may be required and advised by our legal counsel. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained
Head Administrator Updates	N/A	
Public Comment	N/A	
Announcement of Next GC Meeting	Next GC meeting: <u>Monday, October 26, 2020; 5:30 pm</u>	Brenda Baca asked for a motion to adjourn. 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
Adjourn	Meeting was adjourned	