

PARENT ADVISORY –5:30 –7:00

Tuesday, January 25th, 2022

Taos Academy

110 Paseo Del Canon West

Taos, NM

575-751-3109

*Taos Academy Parent Advisory Meetings are held the last Tuesday of each month. The Advisory committee welcomes parent participation. The mission of the committee is to help move the organization forward with strategic planning and quality assurance. Please review the norms, roles and agenda to further understand the structure of the meeting. Thank you and we look forward to ideas related to our mission.*

## Parent Advisory/Equity Council

Join with Google Meet 

[meet.google.com/upc-gces-pcc](https://meet.google.com/upc-gces-pcc)

Join by phone

(US) +1 505-445-7678 PIN: 407 440 787#

Organizer: Taos Academy Public Calendar

Taos Academy Public Calendar

**Recorded Meeting**

### **Meeting Agenda:**

#### **5:30 Attendance -**

Respect time, come with solutions, win-win, champion a committee. This is a Parent Advisory and Equity Council meeting for Taos Academy.

**Parent Advisory goals** - Parents sharing ideas and concerns, championing a committee, finding a place in the school where you can contribute, encouraging other parents to participate.

**Equity Council goals** - Bridging the gap for servicing subgroups and the needs for equity in educational opportunities. Cultural responsiveness is part of the process for this group and working on a positive school culture.

#### **5:45–7:00 Discussion items:**

##### **Equity Council Meeting:**

- Recruitment - Looking for parents and students to join this team to represent all different populations at the school (ELLs, Special Education, Minorities, ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences.)

- Monthly Discussions - Communication to families regarding a culture of equity. Culturally Responsive Learning in Classrooms.
  - January Focus - Ethnic Subgroups - Native American, Hispanic/Latino Warren Kelly Speaks about EL ACCESS and aspects of ELD Program, Mr. Santistevan will discuss how culture is being integrated in 21st century classes.
  - February - Economically Disadvantaged

**Parent Advisory Meeting:**

- MS Student Council Winter Ball - Postponed
- State Testing Updates for SPRING
- STEM classes
- By the Numbers
- COVID processes discussion
- Facility Update
- Community Schools Update
- Parent Engagement-different day & time
- Other
- Parent Q and A

**Next meeting agenda items:**

- Spring Post Secondary Planning Parent Night in April (targeting 10th & 11th grade parents)

**Equity Council: Agenda -**

<b>Traci Filiss - Executive Director</b>
<b>Jamie Lucero-Martinez - Program Lead</b>
<b>H. Warren Kelly - ELL, Restorative Practices</b>
<b>Cruz Duran-Economically Disadvantaged - Present</b>
<b>Students with Disabilities - need representation</b>
<b>Other areas</b>

**Attendance:**

**We are working through year two of equity councils and refocusing our work statewide as we realize the impact the Pandemic has had on our schools and community. These guiding**

**questions will be used to assist our council in redirecting our focus as students return to in-person learning.**

- Are we aware of the ways in which our equity lens is impacted by our individual, institutional, and systemic biases?
- Does the work resulting from our equity lens foster improvement at all of the following levels: individual, institutional and systemic?
- Do we have structures in place to ensure that the work resulting from the equity lens is collaborative and transparent across the institution?

# What is ACCESS for ELLs?

**ACCESS for ELLs is an English language proficiency test that measures students' academic English language skills.**

Your child was identified as an ELL, which means your child can have instruction in English, in addition to taking other classes. ELLs take an English language proficiency test every year.

Testing helps teachers understand whether students have the language skills they need to fully participate in the classroom. Your child's teachers use ACCESS for ELLs test scores as they decide how best to teach your child.

Test scores also help teachers track your child's progress in learning academic English and help schools decide what English language support services to provide. You can use test information to advocate for your child at school.



## **ELL**

An English language learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to taking other classes. ELLs are tested every year to help teachers understand their language skills, but you have the right to accept or decline language support.

## **Language Proficiency**

A language proficiency level is a measurement of where students are in the ongoing process of building language skills. When students reach the highest levels of language proficiency, they no longer need language support services.



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# ¿Qué es ACCESS for ELLs?

**ACCESS for ELLs es una prueba que mide las habilidades lingüísticas del inglés académico de los estudiantes.**

Se identificó a su hijo/a como un ELL (aprendiz del idioma inglés), lo que significa que puede recibir instrucción en inglés además de tomar otras clases. Los estudiantes ELL toman una prueba de habilidad lingüística del idioma inglés todos los años.

Las pruebas ayudan a los maestros a comprender si los estudiantes tienen las habilidades lingüísticas necesarias para participar plenamente en el aula. Los maestros de su hijo/a usan las puntuaciones de la prueba ACCESS for ELLs para determinar el mejor método de enseñanza.

Las puntuaciones de las pruebas también ayudan a los maestros a hacer un seguimiento del progreso del niño/a en el aprendizaje del inglés académico y ayudan a las escuelas a decidir qué servicios de apoyo lingüístico del idioma inglés ofrecer. Usted puede usar la información de la prueba para apoyar a su hijo/a en casa.



## ELL

Un aprendiz del idioma inglés o ELL (por sus siglas en inglés) es un estudiante que tiene la oportunidad de recibir instrucción en inglés, además de tomar otras clases. Cada año se evalúa a los estudiantes ELL para ayudar a que los maestros comprendan sus habilidades lingüísticas, pero usted tiene el derecho de aceptar o rechazar el apoyo lingüístico.

## Capacidad lingüística

El nivel de capacidad lingüística define dónde se encuentran los estudiantes en el proceso continuo de desarrollo de las habilidades lingüísticas. Cuando los estudiantes alcanzan los mayores niveles de capacidad lingüística, ya no necesitan servicios de apoyo lingüístico.



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