Bernalillo Public Schools
K-6 Elementary & Dual Language Proposal

Community Meeting

One elementary home from kindergarten through sixth grade

Believe. Inspire. Achieve.



Our Instructional Vision

At Bernalillo Public Schools, students are immersed in engaging, culturally-sustaining, and meaningful, grade-level work in every class, every day. Students deeply engage with rigorous, standards-aligned lessons and materials to achieve outcomes. Teachers intentionally use each minute in the classroom to maximize learning, nurture curiosity, and make connections to our community and world. At BPS, students own their thinking, continually demonstrating their learning and explaining the “why” behind their reasoning.

A Spartan Graduate



Guiding Principles

- **We are each fundamentally responsible for the economic mobility of our students.**
- Potential is distributed uniformly but opportunity is not.
- **We have a civic covenant to ensure that there is equal opportunity.**
- Student outcomes won't change until adult behaviors change.

What is being proposed?

The proposal changes the grade span, not the commitment to elementary learning.

Current grade-band model

K-3
Early elementary

Required school handoff
after grade 3

4-6
Upper elementary

Proposed K-6 model

K-6 School A
Neighborhood elementary pathway

K-6 School B
Dual Language-focused pathway

Same elementary arc. Different program focus. Fewer forced transitions.

Core idea: one elementary home from kindergarten through sixth grade.

Core finding

K-6 is strongest when it is treated as a continuity strategy.

Relationships	Academic alignment	Student supports	Dual Language pathway
Clearer adult ownership from K through 6	Clearer adult ownership from K through 6	Clearer adult ownership from K through 6	Clearer adult ownership from K through 6

Implementation quality determines the outcome: staffing, access, transportation, family communication, and public progress monitoring.

Benefit 1: fewer required transitions

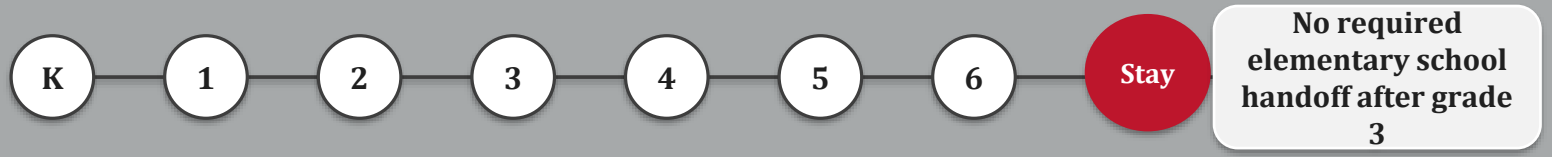
A stable elementary home supports relationships and routines.

Current model



New building, office, principal, peers, transportation patterns, and family relationships.

Proposed K-6 model



Community implication: families experience fewer disruptions and schools can build longer-term relationships.

Benefit 2: stronger academic alignment

One K-6 team can own the full elementary learning arc.

Foundational skills | **Growing independence** | **Upper-elementary readiness**



One leadership team can monitor reading, writing, math, intervention, special education, and English learner supports across all elementary grades.

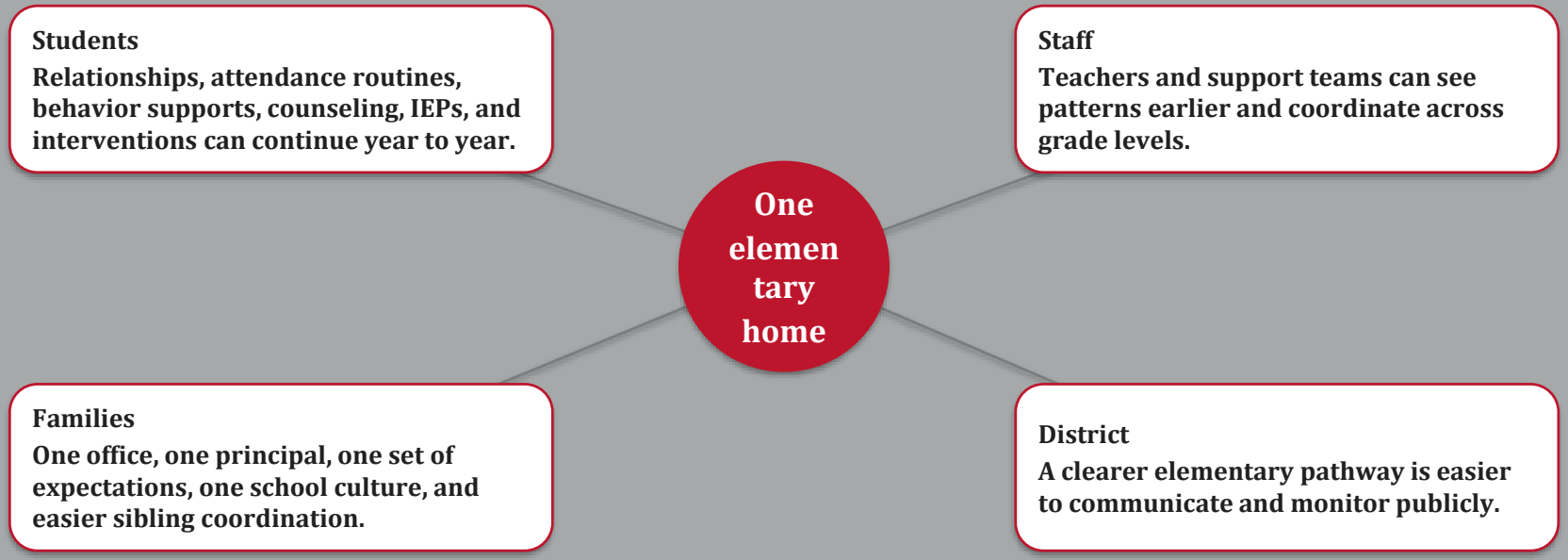
What changes for grade 4-6?

Specialization can still happen through team teaching, blocks, electives, and leadership roles.

The structure reduces handoffs in curriculum, data, interventions, and family communication.

Benefit 3: continuity for students and families

The same school can maintain support plans over time.



Continuity matters most for students who need the most consistent adult support.

Why Dual Language benefits from a K-6 pathway

Biliteracy develops over years, not in a single grade span.

- **K** — Oracy and vocabulary foundations
- **1** — Spanish literacy routines
- **2** — English literacy bridge
- **3** — Academic language in two languages
- **4** — Content reading, writing, and discussion
- **5** — Biliteracy stamina and independence
- **6** — Middle-school readiness

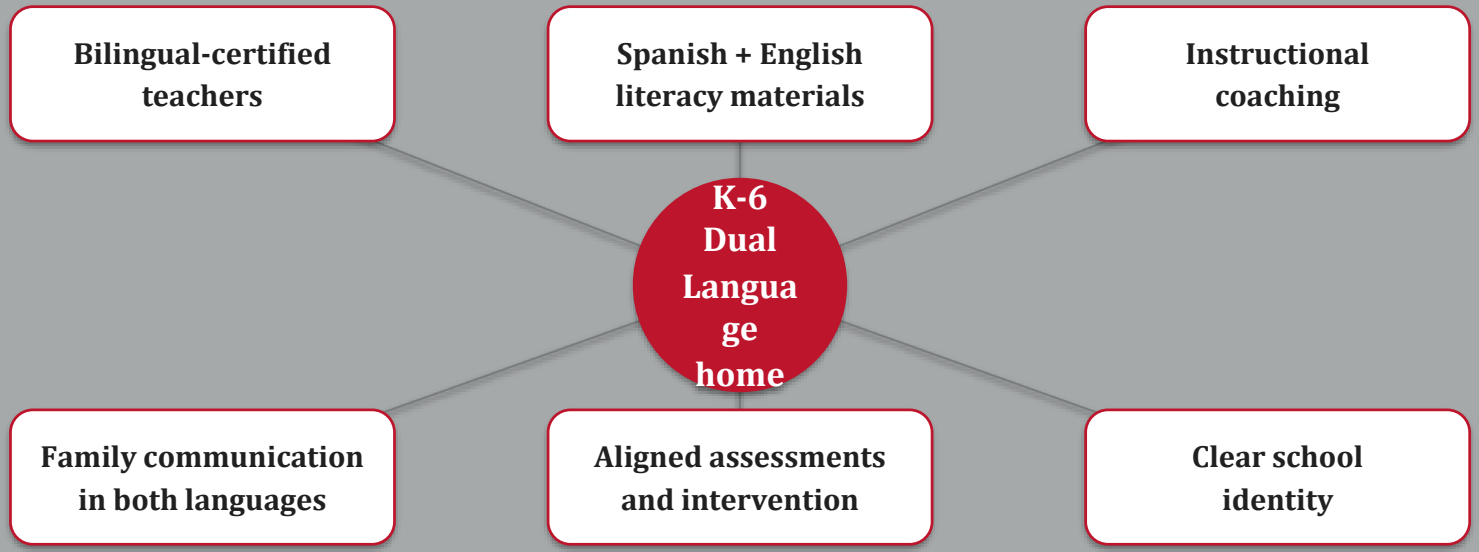
Dual Language goal

Bilingualism + biliteracy
grade-level content
cultural identity

A single K-6 Dual Language home helps align staffing, curriculum, coaching, family communication, and materials.

Dual Language: concentrate what the program needs

The model becomes easier to staff, coach, and explain when it has one K-6 home.



The benefit is coherence: students, families, and staff experience one pathway instead of a handoff between campuses.

Research evidence: Dual Language long-term outcomes

Studies consistently show bilingual students outperform peers on multiple long-term measures.

+6

percentile points

advantage in reading by grade 5 for DL students vs. comparison peers

Steele et al., 2017 (RAND)

2x

faster reclassification

English learners in DL programs reclassify as English proficient at double the rate

Thomas & Collier, 2012

23%

higher graduation rate

DL-enrolled students more likely to graduate on time vs. peers in English-only programs

Valentino & Reardon, 2015

stronger

executive function

Bilingual students show stronger working memory, attention control, and cognitive flexibility

Bialystok et al., 2009, 2012

Key finding: Benefits are cumulative — the longer students remain in Dual Language, the stronger the outcomes. A K-6 pathway maximizes these gains.

Academic Growth

DL students surpass peers in ELA and math by middle school despite starting in two languages simultaneously

Cultural Identity

Students develop stronger cultural pride, family connection, and community identity through biliteracy

Economic Mobility

Bilingual adults earn 5-20% higher wages; biliteracy is a documented labor market advantage

What the research shows: program length matters

Thomas & Collier (2012): 20-year longitudinal study of 7 million student records across 36 districts.

Program Type	Long-term Outcome (by grade 8+)
ESL pullout only	Below 50th percentile — gap widens over time
Transitional bilingual (K-3)	Below 50th percentile — slight improvement but gap remains
One-way DL (K-6)	At or above 50th percentile — gap closes by grade 5

Two-way DL (K-6+) → BEST OUTCOMES: 60th-70th percentile by grade 8 — surpasses all other program types for English learners

Duration matters

Programs that end at grade 3 lose the compounding benefit. K-6 ensures students reach the inflection point.

ELs benefit most

English learners in two-way DL show the largest gains vs. any other program — an equity argument for access.

Both languages gain

Native English speakers in two-way DL also outperform comparison peers in English-only programs.

Dual Language and New Mexico: the equity case

Research and state context specific to New Mexico's student population.

New Mexico Context

49%

of NM public school students are English learners or were recently reclassified

72%

of NM students are Hispanic or Latino, the largest group served by DL programs

What DL delivers for NM students

- **Preserves heritage language** for Spanish-speaking families while building English proficiency
- **Addresses Yazzie/Martinez** obligation to provide culturally and linguistically responsive education
- **Prepares workforce** for NM's bilingual economy and careers

New Mexico DL Research Findings

NMPED data

NM students in approved DL programs show higher ELA and math proficiency than demographically similar peers in English-only schools.

Yazzie/Martinez ruling

NM Supreme Court requires the state to provide a "sufficient" education for at-risk students. DL programs are recognized as a responsive strategy for EL and Hispanic students.

Biliteracy Seal

NM awards the Seal of Biliteracy on diplomas. A K-6 DL pathway aligns students for this credential and strengthens college and career readiness.

Keep what works; remove the forced handoff

A K-6 design can preserve strengths from both existing grade bands.

Current K-3 strengths
- Early literacy focus
- Early childhood routines
- Family entry point
- Foundational math

K-6 can keep both
Early literacy remains priority; grades 4-6 can use teams and specials; students do not have to change schools after grade 3.

Current 4-6 strengths
- Teacher teaming
- Upper-grade leadership
- Departmentalization options
- Enrichment and intervention

Key design choice: build grades 4-6 intentionally inside the elementary school, rather than treating them as an afterthought.

Equity guardrails for the Dual Language school

The program should be designed as access, not as a boutique option.

Risk to manage	Guardrail to build in
Enrollment drifts away from English learners or Spanish-speaking families	Set transparent access rules and monitor demographics publicly
Transportation barriers limit family choice	Provide transportation planning before enrollment windows open
Sibling placement becomes confusing	Publish sibling and transfer rules in advance
Special education access is unclear	Guarantee service access and staffing in both K-6 schools
Middle-school continuation is weak	Define the grade 7-8 language pathway before launch

Community trust depends on clear rules before families are asked to choose.

Operational readiness before launch

The proposal needs a practical implementation plan.

1. Boundaries and access
2. Transportation and siblings
3. Staffing and bilingual vacancies
4. Class-size balancing
5. Special education and EL supports
6. Family communication timeline

Community-ready launch = decisions made early, rules published clearly, and supports visible before families are asked to choose.

How the community can know it is working

Public progress monitoring should start in year one.

Student stability
Attendance, chronic absenteeism, mobility, family satisfaction

Academic growth
ELA/math growth, early literacy, intervention exit rates

Student support
Behavior referrals, suspensions, counseling referrals

English learners
Language growth, reclassification, content performance

Dual Language
Enrollment balance, biliteracy benchmarks, retention

Operations
Staffing, class size, transportation, facility use

Recommended public rhythm

Baseline — **90 days** — **Midyear** — **End of year**

Community questions to answer openly

These are the questions families are most likely to ask.

- ? **Which school will my child attend?**
- ? **How will Dual Language enrollment work?**
- ? **How will siblings be handled?**
- ? **What transportation will be available?**
- ? **Will students with IEPs and English learners have full access?**
- ? **What happens after sixth grade?**

Best practice for community engagement: answer practical family questions before asking families to support the change.

Community jigsaw + gallery walk

Purpose: gather family feedback that can shape implementation of the K-6 and Dual Language proposal.

What we need from families tonight

1

Hopes
What benefits do you see for students, families, and staff?

2

Concerns
What worries should BPS address before launch?

3

Guardrails
What conditions must be in place for access, services, and equity?

4

Questions
What reorganization questions need a clear public answer?

Norms: assume positive intent, make space for multiple voices, focus on students, and write feedback that can be acted on.

Facilitator note: place a separate Parking Lot chart near the entrance for questions outside the reorganization topic.

How the jigsaw works

Recommended total time: 35-45 minutes. Adjust station time depending on attendance.

1	2	3	4	5
Home groups	**Expert stations**	**Gallery walk**	**Return + synthesize**	**Whole-group share**
Sit in mixed family groups of 4. Each person chooses one station.	Meet with others at the same station. Discuss prompts and record ideas.	Rotate through all station posters. Add sticky-note feedback.	Each expert reports back. The table chooses top priorities.	Facilitators collect trends for the FAQ and implementation plan.

Table product

Submit one card with: top hope, top concern, one must-have guardrail, and one reorganization question.

Station A: Student continuity + transitions

K-6 would remove the required school handoff after grade 3 and create one elementary home from kindergarten through sixth

A

Read first

K-6 would remove the required school handoff after grade 3 and create one elementary home from kindergarten through sixth grade.

Discuss at your expert station

1. **What could be easier for students and families in a K-6 model?**
2. **What transition supports would students still need?**
3. **What should BPS preserve from the current K-3 and 4-6 schools?**

Capture on the poster

- **Benefits families see**
- **Concerns or conditions**
- **Supports needed before launch**

Gallery walk note: leave one sticky note with a hope, one concern, or one implementation idea.

Station B: Dual Language pathway + access

A K-6 Dual Language-focused school can create a long-term pathway for bilingualism, biliteracy, and grade-level content

B

Read first

A K-6 Dual Language-focused school can create a long-term pathway for bilingualism, biliteracy, and grade-level content learning.

Discuss at your expert station

1. What excites you about a K-6 Dual Language pathway?
2. What access or enrollment rules would feel fair?
3. What communication should families receive in English and Spanish?

Capture on the poster

- Hopes for Dual Language
- Access and equity questions
- Ideas for family communication

Gallery walk note: leave one sticky note with a hope, one concern, or one implementation idea.

Station C: Family logistics + services

A reorganization plan must address transportation, siblings, schedules, special education, gifted, interventions, and student

C

Read first

A reorganization plan must address transportation, siblings, schedules, special education, gifted, interventions, and student services.

Discuss at your expert station

1. **What logistics would matter most for your family?**
2. **What services must be clearly protected in both K-6 schools?**
3. **What questions should be answered in a family FAQ?**

Capture on the poster

Logistics to plan carefully

Student services to protect

FAQ questions families need answered

Gallery walk note: leave one sticky note with a hope, one concern, or one implementation idea.

Station D: Implementation guardrails + accountability

The structure creates better conditions, but implementation quality and public progress monitoring will determine success.

D

Read first

The structure creates better conditions, but implementation quality and public progress monitoring will determine success.

Discuss at your expert station

1. **What should be true before BPS launches the change?**
2. **What data should be shared publicly after implementation?**
3. **What would make families trust the process?**

Capture on the poster

- **Must-have launch conditions**
- **Success measures to monitor**
- **Trust-building actions**

Gallery walk note: leave one sticky note with a hope, one concern, or one implementation idea.

Gallery walk feedback protocol

Families move through the station posters, read what others wrote, and add specific feedback.

At each station poster, add sticky notes using these four lenses:

Benefit / hope
What positive outcome do you see?

Concern / condition
What must BPS address?

Question
What do you still need answered about reorganization?

Idea / solution
What would make the plan stronger?

Make feedback actionable

Instead of: “Transportation is a problem.”
Try: “Please share route options and sibling pickup plans before final approval.”

Parking Lot for other questions

Use this chart to honor important questions that are not about elementary reorganization.

Parking Lot

Question for participants:

Is this question about the K-6 reorganization, Dual Language pathway, access, staffing, transportation, services, or implementation?

YES: Add it to a station poster or table card.

NO: Add it to the Parking Lot so the right district team can follow up.

Examples for the Parking Lot

- **Individual student concern**
- **Personnel issue**
- **General facility question not tied to reorganization**
- **Topic for a future district meeting**

Facilitator language: "That matters, and we do not want it to get lost. Let's place it in the Parking Lot and route it for follow-up."

Closing the activity: what we will collect

Facilitators should synthesize themes and connect them to the next FAQ or implementation plan.

Each table submits one card → **Facilitators collect station posters** → **BPS publishes themes + responses**

Top hopes
What benefits did families name most often?

Top concerns
What worries require a clear answer or mitigation plan?

Must-have guardrails
What needs to be true for equity, access, and services?

Questions needing follow-up
What should be included in the next public FAQ?

Suggested closing statement

"Your feedback will help us identify what must be answered, adjusted, and monitored before any reorganization moves forward."

Recommended community message

Moving to two K-6 elementary schools gives students one elementary home from kindergarten through sixth grade.

It reduces a required transition, strengthens relationships with families, improves K-6 academic and support alignment, and allows BPS to build a coherent Dual Language pathway.



Bottom line

K-6 is not a magic fix. It is a better structure for continuity when implemented well.

Source notes

Selected research and practice sources used to shape the findings.

IES / What Works Clearinghouse
Practice guidance on teaching academic content and literacy to English learners.

District practice examples
Examples from districts reducing transitions and building full Dual Language pathways.

New Mexico equity context
State accountability and litigation context emphasizing improved outcomes for at-risk students.

Dual Language equity reporting
National reporting cautions that access rules must protect English learners and language-minority families.

Added research: DL long-term outcomes
Steele et al. (2017, RAND): +6 percentile points in reading by grade 5. Thomas & Collier (2012): 20-year longitudinal study. Valentino & Reardon (2015): 23% higher graduation. Bialystok et al. (2009, 2012): executive function benefits. NMPED data on NM DL outcomes. New Mexico Yazzie/Martinez ruling context.

Presenter note: local BPS enrollment, staffing, transportation, and budget numbers should be added before final board adoption.

THANK YOU

Please share feedback, questions, and implementation concerns.

What we are listening for

- Access and enrollment questions
- Transportation and sibling concerns
- Staffing and student support needs
- Ideas for measuring success publicly