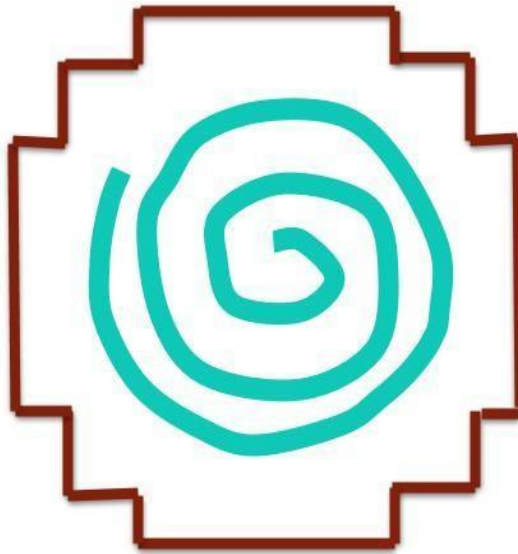


STUDENT & PARENT HANDBOOK 2020-2021 Kindergarten- 2nd Grade



Raíces del Saber Xinachtli Community School

ADDRESS: 2211 N. Valley Dr.

Las Cruces, NM, 88007

PHONE: (575) 571-2177

<https://www.raicesdelsaber.org/>

Raíces, a school where students and parents are valued as participants in the construction of knowledge and students achieve high academic performance in a bilingual-biliterate environment.

TABLE OF CONTENT

I. Purpose	5
Introduction to Raíces	5
II. Overview of Raíces	5
Mission Statement.....	5
Goals	5
Our Pillars.....	6
What is Xinachtli?	6
III. Operations Information.....	7
Admission Process	7
Lottery Overview	7
Admissions Rule for Siblings of Current Students.....	8
Attendance Policy.....	8
Absenteeism Policy.....	9
Late Arrivals.....	10
Behavioral Expectations	10
Conduct.....	10
School Rules	11
Tobacco, Alcohol, and Drug Free Policy	11
Dress Code	11
Bullying Prevention.....	12
Restorative Practices and Disciplinary Procedures	12
Detention, Suspension, or Expulsion	13
Staff/Faculty	14
IV. General Information.....	14
Parents Rights to Student information	14
FERPA	14
Access to Information Regarding Staff (highly qualified /certification status)	16
Changing Student Information	16
School Transportation.....	17
Field Trips	17
Response to Intervention (RTI)/Student Assistance Team (SAT)	17
Section 504	17

Special Education/Gifted	18
Distance Learning	18
English Learners	18
Homeless Education and Assistance	18
Birthday/Celebrations	18
Lost and Found.....	19
Releasing of Students.....	19
School Hours.....	19
Office Hours	19
Telephone Use	19
Computer access	20
Textbook usage	20
Visitors	20
Background Checks	20
Concerns & Complaints Procedure.....	20
Health	21
Medication Policy (Medication has to be in its original pack).....	21
Immunizations	21
Wellness Policy	21
School Lunches.....	22
Parental Involvement	22
Parent Council/Concilio de Padres	22
Volunteering	22
Fundraising	23
Safety.....	23
Emergency Drills.....	23
School Closing.....	23
Gun Free School.....	23
Pest Control	23
V. Instructional Information.....	24
Grading Practices & Homework Policies -TBD by school principal	24
Grade Change Policy	24
Student Assessments	24

Reporting Student Progress.....	24
Parent Teacher Conference.....	24
90:10 English/Spanish Dual Language Two -Way Immersion Model.....	25
VI. Calendar & Schedules	26
School Year Schedule.....	26
School Holidays	27
Daily Schedule (NOTE: this does not include after school program).....	27
Xinachtli Enrichment School Calendar (Integrating Social Studies, Culture, and Science)	28
VII. Parent Signature Agreement Form	31

Revised and Approved October 24, 2019, at Official Raíces del Saber Xinachtli Community School Governance Board Meeting

I. Purpose

Introduction to Raíces

Raíces del Saber Xinachtli Community School is an elementary school that will serve students from the Las Cruces Public Schools located in Doña Ana County, New Mexico. We offer the opportunity for elementary students to become bilingual and biliterate in English and Spanish through a 90:10 dual language model. Our pedagogy is designed to actively engage and involve students in all areas of their learning, empowering them as participants in the construction of knowledge and developing a positive personal and social identity through a culturally responsive, enriching curriculum.

II. Overview of Raíces

Mission Statement

Raíces del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills.

Raíces creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.

Goals

- Biliteracy in English and Spanish through a 90:10 immersion model that achieves proficiency in both languages by the end of fourth grade;
- Learning that involves student active participation through exploration, dialogue, critical reflection, and construction of knowledge;
- Positive identity formation through a culturally responsive curriculum that integrates local history as part of social studies;
- To create an atmosphere of centering and community using Xinachtli; an instructional model through which children learn the use of symbols and metaphors to conceptualize their relationship with the natural world, a Mesoamerican base-20 mathematics system, and Nahuatl (Aztec) as an enrichment language.
- Parent participation in all aspects of school life continually reinforcing the bridge between home and the classroom.

Our Pillars

These are the five innovative approaches upon which Raíces del Saber Xinachtli Community School is founded:

1. Children as Carriers and Constructors of Knowledge,
2. Bilingualism and Biliteracy Through a Two-Way Dual Language 90:10 Model,
3. Culturally Responsive Identity Formation,
4. Xinachtli (Sheen-ach-tlee) Academic Enrichment Program based on Mesoamerican Pedagogy,
5. Parents as Partners in Creating a Participatory Learning community.

What is Xinachtli?

Xinachtli (Sheen-ach-tlee) is a Nahuatl (Aztec) word describing the moment a seed germinates, reaching its “bursting” and “in between” point when it is no longer a seed and not yet the plant it will transform into. We believe this is a representation of our children. Children have infinite opportunities to blossom.

Xinachtli enriches and enhances student learning through their participation in an interdisciplinary curriculum that presents Mesoamerican concepts. These concepts include:

- Aztec calendar systems,
- 20 base Mayan mathematics,
- use of symbol and metaphor to interpret natural phenomenon,
- oral storytelling of myths of origin and formation,
- learning about Nahuatl as a heritage language,
- meditation,
- the construction of a dialogue community that uses symbolic interaction (such as the use of a talking stick) to insure authentic, critical and creative listening and sharing.

III. Operations Information

Admission Process

All admissions to Raíces del Saber Xinachtli Community School will be based on a lottery selection. The lottery is a random selection process by which applicants are admitted to a charter school to ensure that all applicants have an equal chance of being admitted. Raíces del Saber must conduct a lottery if it receives more applications for enrollment than there are available spaces. If fewer applicants than spaces, Raíces del Saber will not conduct a lottery. Automatically, all students will be admitted. Dates for the lottery drawing are conducted based on the discretion of the Raíces Team.

Lottery Overview

The lottery application will be available on January 2nd. Parents have the option of applying to Raíces del Saber by submitting an online application through our website (*Raicesdelsaber.org*), a paper application that can be picked up at the school, or scanning a paper application and sending it via email to *luciavcarmona@gmail.com*. One application per child per grade will be accepted. Submitting the application at an early time will increase the probability for your child to be offered enrollment.

Upon completion of the lottery, waitlists are established for each grade. All parents of students who will be offered enrollment are called first, then emailed a notification of contingent enrollment. Parents will have 14 days to confirm or decline enrollment in writing. If parents do not respond within 14 days and a lottery was conducted, OR if parents decline enrollment the seat will be forfeited. The next student on the waitlist will be offered enrollment. Notification of an available space is made to the next parent/student on the waitlist as soon as an opening occurs.

After a student is selected in the lottery parents/guardians must pick up and return completed enrollment/registration forms within two weeks (14 days by 5pm) A selected student whose enrollment forms are not received in the school office by this date and time will forfeit his/her spot to the next student on the waiting list.

If you have inquiries regarding the waitlist status of your child, please email *luciavcarmona@gmail.com*

Raíces del Saber Xinachtli abides by all New Mexico and federal school enrollment laws. Raíces del Saber encourages diversity and does not discriminate based on gender, race, national or ethnic origin, sexual orientation, economic standing, religion, language, or disability of the child in its enrollment policies or educational programs.

Please note that NM state law requires children to be 5-years of age as of

September 1st to enroll in a New Mexico public school. Your child, regardless of his/her ability, will not be able to start kindergarten unless the minimum age requirement is met.

Admissions Rule for Siblings of Current Students

Raíces gives priority to siblings of current students ahead of number one in the lottery in each grade. However, like all prospective students, the application must be received by the same deadline. Verification of sibling relationship is required. A sibling is defined as a brother or sister living in the same household who have one or both parents in common, a half or step sibling, or a foster child or child under legal guardianship of parent(s) of a student who is currently attending Raíces del Saber. Birth certificate or documentation of legal guardianship must show the relation between the student and parent/guardian.

Attendance Policy

Raíces emphasizes consistent attendance and considers it crucial for the academic success of each student. Raíces implements a comprehensive approach to address student attendance by creating meaningful school connections with students and their families, through caring, supportive and mutually-accountable expectations. In addition Raíces implements a positive school climate, family communication, and a youth development approach to prevent attendance issues from occurring.

Students are required to attend all classes and to meet other commitments, such as conferences, advisory group meetings, school service days, outdoor experiential events, school meetings, and any individual appointments. It is extremely important for your child to be in school daily and on time. Parents, families and students are expected to work with Raíces to assure that attendance is a priority.

Attendance will be taken for every instructional day for each student. **Parents or guardians are responsible for calling in a student's absence and providing a written note explaining why a student missed school.** Students missing up to fifty percent of an instructional day will be considered absent for one-half day, more than fifty percent of an instructional day will be counted as one full-day absence.

Raíces will acknowledge **excused absences** as illness, death of an immediate family member, religious commitment, cultural observances, diagnostic commitment, doctor appointments, and extenuating circumstances as agreed to by the principal prior to the absences. Vacations are not excused absences. Raíces will consider it an **unexcused absence** when the student has no allowable excuse for missing school.

Absenteeism Policy

All absences will be tracked and reported to the state. The school will make every attempt to keep a student in school by implementing interventions. Such Interventions include:

- 1) Attendance Letter- If a student is absent (unexcused) for three (3) school days an Attendance Letter will be generated by the school office and sent to the student's parent or legal guardian. The issue will be discussed between the student's advisor and the student.
- 2) Five Day Truancy Letter- If the unexcused absences continue and reach five (5) days, a Five-Day Truancy Letter will be sent to the student's parent or legal guardian informing them of the absences and requiring a meeting to discuss the issue. The student will be classified as a student in need of early intervention and will be referred to the SAT team for interventions.
- 3) Attendance Contract- If the unexcused absences continue and reach seven (7) days. The student will be placed on an Attendance Contract signed by the student, a parent or legal guardian, the student's advisor and the school administrator. The contract will include a plan identifying issues regarding why the student has been missing school and shall attempt to recognize environmental concerns that are keeping the student from attending school. Other forms of interventions can and will be offered to assist the family with the truancy issue. The student may be required to provide a service to the school or attend make up sessions for completing work.
- 4) Compulsory School Attendance Referral- If the student accumulates ten (10) or more absences, they are considered a "Habitual Truant". The school administration will be required to notify parents or legal guardians of such designation and complete a Compulsory School Attendance Referral to the Juvenile Probation Office for investigation. The JPO will determine whether the student is neglected, the family in need of services or if the parent/legal guardian will be subject to criminal prosecution.

Please keep in mind that state law requires a school to dis-enroll a student after ten (10) consecutive days of absence if we do not hear from the parents about why your child has missed school.

Late Arrivals

If a student arrives to school late, he/she must be walked to the office by a parent or guardian and signed in with the office manager. The student will receive a pass to class, verifying that he/she arrived late and was officially signed in.

Behavioral Expectations

To create the best possible environment for all students to achieve their full potential Raíces has created behavioral expectations for students, staff, parents, community partners and visitors which are presented in this section of the Student & Parent Handbook.

Conduct

Raíces is committed to provide a safe, respectful environment favorable to learning and to the development of each student's full potential. Raíces has adopted the following guiding principles to maintain the environment and to provide for the well-being of students. These guidelines are expressed in the form of an acronym that is based on a special meaning for each of the letters in our name **RAICES**. These guidelines apply in the school building, on the school grounds, while traveling to and from school, and at events where the school is represented. Students, staff, parents, community partners, and visitors are expected to follow these guidelines.

Respect - we accept others as they are honoring their space to be.

Awareness - we are always aware of each other, caring about how our individual paths can be supported to come together as a learning family.

Initiative - we are always eager to take the lead in what needs to be done, knowing that ideas are not meant to be kept silent and that dreams need action to be fulfilled.

Community - we carry the Mayan motto *In-Lak'ech-Ala K'in*, "you are my other me", in our hearts and minds, seeing our school as part of a whole where each person is interconnected, working together towards common goals.

Encouragement - we strive to focus on the positive, even in mistakes or faults, building on what is good and creating a way of interacting that makes everyone feel wanted, needed, and useful.

Serenity - we maintain a quiet, sincere, positive acceptance of each other, of students, parents, teachers and the belief that challenges are best met in a calm and informed manner.

School Rules

- Students are required to be at school on time and for all school events, conferences, field trips, etc. Parents are expected to ensure students arrive to school ready to learn and participate!
- Students must be dressed in appropriate attire.
- Students are expected to demonstrate respect for all others and to respect school property, equipment and materials.
- Students are expected to keep Raíces a safe school and follow safety rules as directed by their teachers.
- Students are not allowed to use profanity under any circumstances.
- Students should not bring Electronic Devices/Cell Phones to school. Electronic Devices/Cell Phone found by faculty/staff will be taken away and be held in the front office until the end of the school day. Only parents will be allowed to pick them up. Any electronic devices needed for learning purposes will be provided by Raíces.
- All Personal Items (toys) should not be brought to school unless otherwise instructed by the student's teacher for a particular lesson.

Tobacco, Alcohol, and Drug Free Policy

Raíces policy prohibits the use, possession, and distribution of all tobacco products, e-cigarettes, alcoholic beverages, illicit drugs and mood-altering substances in the *Raíces* school buildings, on *Raíces* property (including the parking lot) and for the *Raíces* community at any school functions away from school property.

This policy includes all students, family members, staff, volunteers, contractors or other persons performing services on behalf of Raíces Del Saber at any time while on duty and in the presence of students, either on or off school grounds.

Dress Code

Raíces del Saber does not have a strict dress code for students. Parents are encouraged to ensure students are comfortable, warm during cold weather, and dressed in a manner that allows them to move and play freely and safely. Parents may be contacted by the school if there is a problem with the student's dress.

Bullying Prevention

Raíces del Saber is committed to providing a safe, respectful and fear-free environment for all members of the school community including students, staff, parents, community partners, and visitors. Raíces del Saber will be proactive in preventing bullying behavior. This will include implementing a curriculum that helps students understand what bullying is and what it does to hurt others. As part of the overall school safety expectations, Raíces will not allow students to bully others in person or through cyberbullying. All incidents of bullying should be reported to the school principal.

Raíces will consider the number of previous incidents, the nature of the act and the context in which the alleged act occurred. Consequences can range from positive behavioral interventions to suspension and expulsion and shall include consideration of compliance with state and federal IDEA requirements. Raíces del Saber shall include parents/guardians in the remediation of severe and/or escalating behavior.

Restorative Practices and Disciplinary Procedures

Raíces will use a restorative practice to build community to respond to challenging student behavior. This includes using dialogue, self-examination, coming to understand, and making things right.

Raíces will use restorative circles in the classroom to teach students to apply multiple approaches to problem solving and to use mindful meditation for self-examination rather than, immediately, use a punishment approach to address student misbehavior. This approach will help nurture students and encourage academic, personal and community success.

Our goals for student behavior using this approach will be as follows:

- Students will learn to value and regularly use proactive, positive ways to build and maintain a peaceful classroom community.
- Students will develop and enhance positive and supportive connections with peers.
- Students will develop an understanding of the principles and vocabulary of restorative justice.
- Students will learn how to participate in circle dialogues, using specific guidelines.
- Students will learn to use and respect a talking piece.

- Students will learn how to use restorative questions to support conflict resolution and other types of communication.
- Students will learn to identify who is affected by misbehaviors, and how.
- Students will contribute to developing appropriate ideas for how to make things right when harms have occurred.
- Students will learn how and when to ask for a restorative circle.
- Students will learn to communicate how they are affected by given situations using affective statements and restorative questions.

The Raíces Student Discipline Policies and Procedures, which take the approach of restorative justice practices, will always be the first step in dealing with disruptive behavior in the school. However, should these methods fail to resolve behavioral problems that seriously disrupt the learning environment and/or threaten the health and safety of other students, staff, or the disruptive student, the following policies and procedures for detention, suspension, or expulsion which are in compliance with the NM Administrative Code Section 6.11.2.12 will be implemented.

Detention, Suspension, or Expulsion

Students involved in the following activities, which are prohibited by NM State Law in all public schools, will be subject to severe discipline, up to and including detention, suspension and expulsion:

1. criminal or delinquent acts,
2. gang related activity;
3. sexual harassment;
4. disruptive conduct;
5. refusal to identify self; and
6. refusal to cooperate with school personnel.

Administrative response to misconduct/unacceptable behavior may vary, depending on the infraction; however, every effort shall be made to respond consistently and appropriately to each infraction. Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from the classroom and sent to the office for detention. Raíces will notify the parents or legal guardian of the student in any circumstances where the school's disciplinary response removes the student from the classroom and will work with families to prevent the behavior from occurring again.

Threats of violence toward other students, school staff, or facilities are prohibited and may result in suspension or expulsion, regardless of whether the

student has previously engaged in such conduct. Through a due-process hearing, anyone who has violated this regulation shall be subject to discipline, including long-term suspension or expulsion. For Students receiving Special Services, the administration will consult with the special education staff regarding the appropriate process.

Suspension is the removal of a student from a class or classes and all school-related activities for any period of time and includes long-term removals up to one year or longer. Short-term suspension will be limited to no more than ten (10) days. The procedures for suspension are as follows:

- The Principal will first meet with parents to discuss the situation and ensure understanding of student and parent rights.
- The Principal must provide written notification to each of a student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension.
- The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
- The principal is responsible for notification, compliance and documentation.

Staff/Faculty

All employees at Raíces are expected to follow an ethical code of conduct and demonstrate responsibilities of the highest level of standards of professionalism at all times. Should a parent have a concern with an employee's performance, work habits, overall attitude, conduct, or demeanor, they should contact the principal to express their concern and always have the right to file a formal complaint if the issues are not resolved to the parents' satisfaction.

IV. General Information

Parents Rights to Student information

This section of the Handbook provides information that complies with both the State of New Mexico and the Federal Government with regard to the rights of students to fair and equitable services and treatment and privacy of certain kinds of information that the family wishes to not be shared.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Raíces del Saber Xinachtli Community School receives a request for access.

Parents who wish to inspect their child's education records should submit to the school principal [or Director of Operations] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Raíces del Saber Xinachtli Community School to amend their child's or their education record should notify the school principal in writing, clearly identify the part of the record they want to be changed and specify why it should be changed.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational

interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. Raíces del Saber Xinachtli Community School defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. This includes the name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance. Raíces may disclose "directory information" to third parties without consent unless a parent has notified the school in writing, within one week of registration, that he or she does not want any or all of those types of information designated as "directory information".

Access to Information Regarding Staff (highly qualified /certification status)

Raíces will issue a notice to parents, within sixty calendar days from the beginning of the school year, on their right to obtain information regarding the professional qualifications of the Raíces staff. This information includes teachers, instructional support providers, and the principal. To access this information, please fill out the notice and return it to the office manager. Parents should expect to receive this information after five (5) business days after submitting the request.

Changing Student Information

It is important that Raíces del Saber be able to contact parents/guardians regarding student emergencies, behavior, progress, and other pertinent information. We stress the importance of keeping the student's information updated. Please notify the school office of any changes such as phone numbers, home addresses, emergency contacts, list of people that can pick up the student, medication, etc. The office manager is required to verify the proof of changes or additions to this information for any change of student information.

School Transportation

Raíces del Saber will not offer school transportation the first year of school operation but is working to offer transportation in the future. It is the responsibility of parents to make sure the students have a means of transportation to and from school and arrive on time.

Field Trips

Raíces del Saber understands that field trips are another way to enrich the learning experiences of students. Field trips will be scheduled throughout the year. All students are encouraged to participate. However, certain circumstances may prevent a student from participating. Before students are permitted to participate, they must complete and submit a Field Trip Permission Slip, Authorization for Medical Services Form, and any monies requested. These forms must be read and signed by parents and returned to the school before the field trip takes place.

If students are unable to attend the field trip for any reason, students should still attend school as it will count as an instructional day and your child will be counted absent if he/she does come to school. Alternative education activities will be planned for any student not attending the field trip.

For liability reasons your child must ride the bus to the destination and back to the school. If you want to take your child from the field trip, you must sign your child out with their teacher and assume full responsibility for your child.

Response to Intervention (RTI)/Student Assistance Team (SAT)

Raíces will proactively support students who are behind or advanced academically, struggling with behavior, or both. We will follow the three-tier Response to Intervention (RTI) system. Raíces will use a Student Assistance Team (SAT) process to collect and review data on students and to develop various interventions. After implementation, we will use frequent progress monitoring to identify necessary changes based on how the student responds to the interventions. Parents will be included in the SAT meetings to help plan supports for students.

Section 504

Section 504 is a federal law that prohibits discrimination against qualified individuals, who are not eligible for special education programs and related services under the IDEA services. These qualified individuals must be provided a Free Appropriate Public Education (FAPE). It ensures students receive appropriate accommodations or modifications. Raíces will meet with the parents of any student eligible for Section 504 to develop a plan for accommodations to meet their specific needs.

Special Education/Gifted

Raíces del Saber will adapt curriculum and ways of teaching to meet the individual needs of all students. Our school will implement all six pillars of Individuals with Disabilities in Education Act to ensure our students with special needs are being serviced properly. Our team will work to design thorough Individualized Education Plans (IEP) to ensure the student is provided the Least Restrictive Environment (LRE) and provide a Free and Appropriate Public Education (FAPE). Raíces will provide appropriate evaluations and services either through contracted service providers or staff at the school.

Parents/guardians will be included in the process to ensure that they understand and agree with the procedural safeguards and plan in place for their child.

Distance Learning

Raíces del Saber will not offer distance learning for students who have an extended absence. However, we will institute procedures to assist children in making up lessons/classroom instruction who have excused absences due to long term care health or rehabilitation issues or are suspended from the classroom temporarily for behavioral reasons. Raíces will not be providing distance learning to serve “delinquent youth who are detained temporarily or who are committed for long term care and rehabilitation.” The Director of Operations and Community Engagement will be in charge of overseeing these procedures are executed.

English Learners

Raíces will identify students who are English Learners and provide appropriate supports to develop their English language proficiency through the 90:10 dual language immersion model for biliteracy. Raíces will monitor progress in listening, reading, writing and speaking English.

Homeless Education and Assistance

Raíces del Saber follows the requirements of the McKinney-Vento Homeless Assistance Act and will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Children and families in need of living assistance will receive support and assistance. Should you have any questions about this, you should speak to our Director of Operations and Community Engagement.

Birthday/Celebrations

Birthday/Celebrations will be announced during Xinachtli time. After Xinachtli time students can celebrate their birthdays in their official classroom.

Birthday/Celebrations must be done without interrupting instruction or making anyone feel left out. A parent who wants to bring in snacks or other celebratory food must contact the teacher in advance and follow the student nutrition guidelines, attend to food allergies and the promotion of healthy eating habits

among our students. Classroom teachers will work with families to determine what is most appropriate to recognize a student's birthday. Actual birthday parties should be held outside of school and invitations should not be given out in school.

Lost and Found

Students are responsible for their personal property. If a student should find an item that does not belong to them, they need to turn it in to their teacher or to the office. The office will keep an area for items found. The box will be emptied out at the end of every semester. If a student is missing something, they should check the lost and found as soon as possible. Raíces del Saber is not responsible for lost items.

Releasing of Students

Thursdays are early release days at Raíces, students are dismissed after lunch. Otherwise students are expected to remain in school until dismissal and parents will be asked to provide a written reason for picking up a student early.

Only parents or individuals listed on the emergency contact form are allowed to pick up the child from school. Should the approved list of authorized adults change, please update the information in our office immediately. Parents and individuals listed must come to the front office and sign their child out. Teachers are not allowed to release children directly to adults from the classrooms. This enables the office staff to identify those persons picking up children and to ensure the safety of your child. A photo identification will be requested. Children will not be allowed to walk home during school hours.

School Hours

Students should arrive at 7:30 am for breakfast. Students MUST be at Raíces by 7:50 am and are dismissed at 3:00 pm everyday with the exception of Fridays. Raíces will have early release days on Fridays; school will end after lunch at 12:30 pm. Parents are responsible for ensuring that their child has a means of transportation each day.

Office Hours

The main office is open from 7:15 am to 4:30 pm Monday-Friday. The school voicemail is available 24 hours a day.

Telephone Use

The office telephone is for business calls only. Students may use the office telephone only in the case of an emergency and with permission from the office manager or principal. Parents should avoid calling the school requesting to speak with students for personal issues. The number to the office can be found on the cover page of this handbook.

Computer Access

Computers shall be used for educational purposes only. Teachers will encourage students to use computers as a learning and research tool. Students will be restricted access to websites that are not for educational purposes. Parents may be contacted if the student does not follow computer instructions.

Textbook Usage

Students are responsible for all books issued and parents will be held responsible for lost and/or damaged books (such as torn pages, ink spots, or writing). Any items loaned to a student (library books, texts, equipment) are school property. If textbooks are lost or destroyed, parents will be required to pay for them. Raíces will inform parents of the cost of the item to be replaced.

Visitors

Visitors are welcome to attend Raíces del Saber. Several times throughout the school year we will hold celebrations and/or events to invite parents, family, and community members to the school. All visitors need to sign in and out at the front desk. Visitors may not disrupt the educational process of students. Visitors will be expected to show respect and follow school policy while on Raíces property.

Background Checks

Raíces shall conduct background checks of all persons who may have unsupervised access to students, such as licensed and non-licensed staff, volunteers, and contractors as required by law, and all offers of employment are contingent upon satisfactory background check results.

Concerns & Complaints Procedure

Raíces del Saber acknowledges that complaints received from students, families and the general public should be resolved in an equitable and timely manner. Raíces strives for excellent communication with families and will operate under an open-door policy, whereby parents are encouraged to contact their child's teacher for any questions or concerns they have about classroom instruction and school policies. If a parent feels unsatisfied with the result of a teacher's response, parents should contact the school principal. We will make every effort to resolve issues through a collaborative process.

Parents also have the right to file an official complaint by completing the written Complaint Form (found in the main office). Once a written complaint has been filed, the Principal will schedule a meeting with the parent to resolve the issue. In the event the complaint is against the Principal, individuals should contact the Chairperson of the Governance Board or their designee. The name and contact information of the current Chairperson of the Governance Council can be found on the Raíces del Saber website or by contacting the school.

Health

Raíces is committed to providing a physically and mentally healthy environment because both these health factors are related to successful academic achievement. The policies below comply with the NM rules and regulations for protecting the health of students.

Medication Policy (Medication has to be in its original pack).

Raíces will allow students to carry and self-administer asthma medication and emergency anaphylaxis medication that has been legally prescribed to the student by a licensed healthcare provider under the following conditions:

1. the health care provider has instructed the student in the correct and responsible use of the medication;
2. the student has demonstrated to the health care provider and the school nurse or other school official the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed;
3. the health care provider formulates a written treatment plan for managing asthma or anaphylaxis episodes of the student and for medication use by the student during school hours or school-sponsored activities, including transit to or from school or school-sponsored activities; and
4. the student's parent has completed and submitted to the school a health information form, a written treatment plan and Self-administration of Medication Consent Form.

Immunizations

During registration parents are required to provide immunization records. A student's whose records are not up to date will be given a short time to complete required immunizations.

Wellness Policy

Xinachtli is a term that describes “a natural way of living.” Raíces is committed to providing a school environment that ensures opportunities for all students to practice a “natural way of living” using healthy eating and physical activity behaviors throughout the school day. Raíces will teach students how to make informed choices about nutrition, health, and physical activity. Raíces will encourage the consumption of local, natural and processed fresh fruit, vegetables, whole grains and nuts. Raíces will provide health education, physical education, and social emotional learning. Families will be included in the Raíces plans to develop a comprehensive wellness plan through the School Health Advisory Committee (SHAC). For greater detail see the Raíces Health, Safety and Wellness Policies on the school website (www.raicesdelsaber.org).

School Lunches

Raíces will contract with Craving Café Las Cruces NM to supply breakfast, lunch, and snacks at the appropriate time of the day, Monday through Friday. Breakfast will be served daily from 7:30 am to 7:50 am. Lunch will be provided from 11:55 am to 12:25 pm. Cravings Café staff meet USDA standards for child nutrition.

Parental Involvement

At Raíces, parents are partners in supporting student learning and development. Parents are always welcome at the school and will receive regular updates and invitations to school events. Parents will be provided specific opportunities to become involved in many roles as Raices builds a community culture where children and parents are fully involved and integrated into the school community. Parents are invited to participate in the three major roles described below as well as other roles.

Parent Council/Concilio de Padres

The Concilio is comprised of family members of students attending Raíces. The purpose of the Concilio is to develop a partnership between the Board and the parents/families or caregivers of the students in order to advance successful academic outcomes adhering to the school's mission. In addition, the Concilio addresses school needs, growth/recruitment of students, and extracurricular activities. It serves as the major outlet to collect family feedback on important issues facing the Raíces community. The Concilio acts in an advisory capacity to the Board.

The Concilio meets on a monthly basis at the school site to discuss various ideas, opportunities, issues, and concerns. The Concilio submits any recommendations to the Board and Principal via the Concilio elected parent Co-Chair of the Body and the other Co-Chair who is a Board Member, the 1st Member-at-Large. The Board may request periodic reports or updates from the Concilio. The Concilio recommendations of a policy nature (such as curriculum, student confidentiality, or dress code) shall be reviewed and approved by the Board before being adopted.

Volunteering

As part of its community engagement process, Raíces will recruit and accept the services of volunteers at school. To become a regular volunteer, individuals must be interviewed and may need to complete a background check. Regular volunteers shall not be allowed to begin their service until after their duties are explained to them and they have signed the "Volunteer Pledge" to abide by the rules and regulations of the Raíces volunteer policies, found in the main office and on the Raíces website (www.raicesdelsaber.org).

Individuals will also be allowed to be spontaneous volunteers. Spontaneous volunteers are those persons who agree to fill an urgent, temporary need without compensation and who are not pre-registered as a regular volunteer.

Spontaneous volunteers will be supervised at all times by an employee or regular volunteer of the school.

Fundraising

The Concilio may advise the Board and the Principal on school programs, marketing, fundraising, public relations, cultural events, and community outreach. The Concilio contributes to the development of the Raíces long-term strategic plan.

Safety

The safety and well-being of all children is a top priority at Raíces. Staff and all employees are oriented and trained to provide the most secure environment possible and the following policies are important to making the school experience of the children safe at all times.

Emergency Drills

Raíces del Saber will implement Emergency drills as required by the state. Raíces will conduct one drill a week in the beginning four weeks of the school year. After the first four weeks, Raíces will conduct an emergency drill once a month. Both evacuations and lockdowns will be practiced. These drills prepare students in the event of an emergency. In case of an emergency, classrooms are equipped with supplies. Students need to follow the instructions of staff/faculty being that they will be trained on how to handle the situation.

School Closing

Raíces del Saber has the discretion to close schools immediately in the event of severe weather or any other emergencies that may be hazardous to the health or safety of students, teachers, or the campus. Raíces del Saber will also cancel classes on those days when Las Cruces Public School (LCPS) closes. When a decision is made to close or delay schools for the day, parents and staff will be notified by phone.

Gun Free School

Raíces is a gun free school and we expect students, staff, parents, community partners, and visitors to follow this policy. Under no circumstance are guns or weapons of any kind allowed on the school campus.

Pest Control

Raíces del Saber will provide a notice to parents when pesticides will be used in the building when this information is requested in writing. Raíces will make every attempt to ensure that pesticides are sprayed after school hours when students are not present.

V. Instructional Information

Grading Practices & Homework Policies

(Information TBD by School Principal.)

Grade Change Policy

If parents find a mistake on the child's grade, parents have the right to submit a "Change of Grade Request Form" asking for a grade change. A change in a student's final course grade should be the exception and not the rule once a classroom teacher has issued a final course grade. The "Change of Grade Request Form" can be located in the front office. The form must be properly filled out and properly authorized by the Raíces Principal and electronically filed by the Director of Operations in the state Student Information Records system. For additional information on the process please refer to the Board Grade Change Policy and Procedures found on the School website (www.raicesdelsaber.org).

Student Assessments

Raíces will participate in all required statewide assessments as well as school-wide and in-class assessments that the school will use to gauge student and school progress. Teachers will also implement classroom assessments that are aligned lesson plans to track learning progress and identify potential gaps in learning. Individual student data will be analyzed to consider which students may need extra support. The school will provide information to parents prior to administering the assessments.

Reporting Student Progress

Raíces will engage in purposeful communication with students through dialogue about their learning and will provide reports on student progress to parents during Parent/Teacher Conferences four (4) times a year. Specific evidence of student progress will look at:

1. Student data folders,
2. Assessment (from interim and standardized tests),
3. Report Cards, and
4. Projects.

Parent Teacher Conference

Parent-Teacher conferences will be used as an opportunity to discuss student academic progress and any interventions or remediation, and student's holistic health and well-being. There will be quarterly (4 times during the year) Parent-Teacher conferences. During those days, parents and teachers will have extended time to discuss student progress and plans for ensuring student success in school. A written report card will be provided to parents during each of the conference. Report cards may be provided to parents in either Spanish and English.

90:10 English/Spanish Dual Language Two -Way Immersion Model

Raíces implements a 90:10 two-way (dual language) immersion approach beginning in kindergarten. First grade students receiving 80% instruction in Spanish and 20% in English in all subjects. Instruction in English increases by 10% each year to reach a 50/50 ratio. By fourth grade students will become fully bilingual and biliterate in both English and Spanish. The following is a chart demonstrating the total minutes per day designated to each language.

ELD is defined as English Language Development. Our **ELD** program gives our students the opportunities they need to develop their English skills and succeed in school. See schedule below for daily instruction in Spanish and English Language Development.

Kindergarten (90/10) (370 Min Total)	325 Min in Spanish + 45 Min in English	45 Min ELD
Grade 1 (80/20) (370 Min Total)	296 Min in Spanish 74 Min in English	45 Min ELD + 29 = 74 English instruction
Grade 2 (70/30) (370 Min Total)	259 Min in Spanish 111 Min in English	45 Min ELD + 66 = 111 English instruction
Grade 3 (60/40) of (370 Min Total)	222 Min in Spanish 148 Min in English	45 Min ELD + 103 = 148 English instruction
Grades 4 - 5 (50/50) of (370 Min Total)	185 Min in Spanish 185 Min in English	45 Min ELD + 140 = 185 English instruction

(Note: Thursdays will be proportionally similar with 220 minutes of instructional time)

VI. Calendar & Schedules

School Year Schedule

Our school calendar aligns with the Las Cruces Public School Schedule

First Instructional Day: **8-August-2019**

Last Instructional Day: **22-May-2020**

2019																				
July							August							September						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
October							November							December						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
2020																				
January							February							March						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				
April							May							June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	26			
							31													

See page 27 for calendar code to see what each color on the calendar represents.

School Holidays

Date	Holiday
September 2, 2019	Labor Day
November 11 & 14, 2019	Fall Break
November 27-29, 2019	Harvest Break
December 23-31, 2019/ January 1-3, 2020	Winter break
January 20, 2020	Martin Luther King Jr's Day
March 23-27, 2020	Spring Break
April 10, 2020	Spring Holiday
May 25, 2020	Memorial Day

Color Code for Calendar

	Holiday-No School
	Teacher Work Day - No school for students
	Parent/Teacher Conferences
	Semesters Begin & End
	Early Release Day

End of Nine Week (dates)

October 10, 2019
December 20, 2019
March 11, 2020
May 11, 2020
These dates are end of each 9-week period.

Report Cards Available

Tuesday, October 22, 2019
Thursday, January 10, 2020
Monday, March 18, 2020
Monday, May 20, 2020

Daily Schedule (NOTE: this does not include the after school program)

Monday--Friday (except Friday Afternoon)

7:30-7:50	Student Arrival/Breakfast (20 Min)	12:25-1:00	Math Block B (English) (35 Min)
7:50-8:00	Community Circle (four directions centering, announcements, and encouragements) (10 Min)	1:00-1:30	Science (Spanish) (30 Min)
8:00-9:00	Xinachtli (interdisciplinary Spanish) (60 Min)	1:30-1:50	Recess (unstructured play) (20 Min)
9:00-10:40	Literacy Block A (Spanish) (100 Min)	1:50-2:20	Literacy Block B (Spanish) (20 Min)
10:40-11:25	English Language Development (45 Min)	2:10-2:40	Social Studies (30 Min)
11:25-11:55	Math Block A (Spanish) (30)	2:40-3:00	Physical Education/Health (Spanish) (20 Min)
11:55-12:25	Lunch (30 Min)	3:00-4:00	Teacher Collaboration/Prep Time

Xinachtli Enrichment School Calendar (Integrating Social Studies, Culture, and Science)

The Xinachtli Enrichment School Calendar is the monthly topic. Students will focus on the topic and apply their learning in various school subjects.

Month	Day	Description	Interdisciplinary Themes This day Represents History, Culture, Social Studies, and Astronomy
August	8/13	Tlaolli Teocintli (Anniversary of the Era of Corn) August 13, 3117 DC, is recognized by Nahuatl and Maya as the beginning of their agricultural based civilizations in which corn became the principal life giving plant. The date was chosen because it coincided with the Perseids meteor shower. The falling meteorites represent the seeds of corn.	Science: <ul style="list-style-type: none"> astronomy (meteor, meteorites, comets) Social Studies: <ul style="list-style-type: none"> oral history the importance of corn today Culture: <ul style="list-style-type: none"> the role of corn in Mesoamerican social development
September	9/23 (Actual day of Activities is Monday the 24th)	Pixcayan (Fall Equinox) Besides the beginning of Autumn, this date marks the beginning of a 13-day astronomical cycle in the Aztec Calendar, ending with the equihelion point in which the earth is the same distance from the Sun as it was 13 days after the Spring equinox.	Science: <ul style="list-style-type: none"> astronomy (the seasons) Social Studies: <ul style="list-style-type: none"> seasons as social events. Keep track of the 13 days during calendar time. Culture: <ul style="list-style-type: none"> the Aztec Calendar
Oct/Nov	10/31 11/1 11/2	Xochimiqueh Micailhuitl (Flowering and Honoring the Ancestors) Known as Day of the Dead in Mexico. October 31, the departed are named and remembered by each family; on November 1st, the departed children are honored; and November 2nd, the departed of adults are honored.	Science: <ul style="list-style-type: none"> the life cycle Social Studies: <ul style="list-style-type: none"> this festival originated in Celtic Europe and its elements arrived with English and Spanish colonists of the Americas. Then blended in Mexico with the native festival. Day of the Death and Halloween. Culture: <ul style="list-style-type: none"> death as a celebration not just a tragedy. Art: <ul style="list-style-type: none"> altars and masks
December	12/12	Ilhuichicnahui Huitzilopochtli (Nine Day Count to the Winter Solstice) This day marks when the constellation Lacerta "touches" the constellation Cygnus, signaling the arrival of the Winter's Solstice Sun (Huitzilopochtli) in nine days.	Science: <ul style="list-style-type: none"> Astronomy and nature of the seasons Social Studies: <ul style="list-style-type: none"> The seasons Culture: <ul style="list-style-type: none"> The significance of Huitzilopochtli

January	1/7 (Actual astronomical event is on the 3rd)	Tonal Tonantzin (Earth is at its closest distance to the Sun) This is the end of a 13-day astronomical cycle that begins after the Winter Solstice, known as the perihelion.	Science: <ul style="list-style-type: none"> • Astronomy (earth's tilt and orbit) Social Studies: <ul style="list-style-type: none"> • The seasons Culture: <ul style="list-style-type: none"> • Aztec Calendar
February	2/4 (Actual historical day is February 2nd)	Treaty of Guadalupe Hidalgo Day On February 2, 1848 half of Mexico's territory became part of the United States.	Social Studies: <ul style="list-style-type: none"> • U.S.-Mexican War of 1846. - War vs Peace Culture: <ul style="list-style-type: none"> • This day marks the beginning of a Mexican-American identity.
March	3/11	Yancuik Xihuitl (Aztec New Year) There are several interpretations of when the New Year begins in the Aztec Calendar. We are using March 11 or 12. The day depends on the symbol of that year (<i>Tecpatl begins at sunset, Cali begins at midnight, Tochtli begins at sunrise, and Acatl begins at noon</i>). This is to avoid having a leap year.	Science: <ul style="list-style-type: none"> • Astronomy (Earth's orbit) • Use and avoidance of a leap year. Social Studies: <ul style="list-style-type: none"> • New Year celebrations and dates around the world. Math: <ul style="list-style-type: none"> • Year-round use of base 20 system to keep track of time in the Aztec Calendar. Culture: <ul style="list-style-type: none"> • The Aztec Calendar Art: <ul style="list-style-type: none"> • Celebratory symbols
March	3/20	Xoxopan (Spring Equinox) This day marks the beginning of a 13-day cycle that ends with the equinox. Earth is the same distance to the Sun as it was 13 days after the Fall Equinox.	Science: <ul style="list-style-type: none"> • astronomy (the seasons) Social Studies: <ul style="list-style-type: none"> • seasons as social events. • Keep track of the 13 days during calendar time. Culture: <ul style="list-style-type: none"> • the Aztec Calendar
April	4/19 (Actual day is the 22nd)	Earth Day (Ilhuitl Tonantzin Tlalli) This is an international day focused on caring for the Earth's ecology.	Science: <ul style="list-style-type: none"> • Ecology Social Studies: <ul style="list-style-type: none"> • Use and abuse of natural resources • Alternative energy technologies (solar, wind, hydropower) Culture: <ul style="list-style-type: none"> • Earth as Mother
May	5/6 (Actual day is the 5th)	Cinco de Mayo (The Battle of Puebla, Mexico 1862) This day marks the victorious battle against the French Empire in Puebla, Mexico in 1862. It is an important day to	Social Studies: <ul style="list-style-type: none"> • The U.S. Civil War • French occupation of Mexico Culture: <ul style="list-style-type: none"> • Further development of a

		<p>both the United States and Mexico. Ignacio Zaragoza, the General who led the battle was a Texan, born in the town of Goliad. This Mexican victory helped Abraham Lincoln continue the war to maintain the Union. The French efforts to use Mexico as a base to aid the Southern Confederacy against the North were greatly diminished.</p>	<p>Mexican-American Identity</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Biographies of: Ignacio Zaragoza, Benito Juarez, and Abraham Lincoln
May	5/20 (Actual day the Solar Zenith over Tula varies between 20 & 21)	<p>Toltecayotl (Beginning of the Toltec Civilization)</p> <p>On May 843 A, the founder of the Toltec Civilization, Ce-Acatl Topiltzin Quetzalcoatl was born in Amatlan, México. Twenty-six years later on the Solar Zenith over Tula, Mexico he founded the Toltec Confederation. Capital cities in Mesoamerica were founded during Solar Zenith days.</p>	<p>Science:</p> <ul style="list-style-type: none"> • Astronomy (Solar Zeniths) • The Tropics and Equator Earth's tilt • Venus <p>Social Studies:</p> <ul style="list-style-type: none"> • Symbolism of the Solar Zenith in different cultures. <p>Culture:</p> <ul style="list-style-type: none"> • Our Toltec and Aztec Heritage • The Aztec Calendar

The Tlahtocan: All grade levels including instructors, will create a community talking circle that provides a space where students will feel safe and gain confidence in expressing themselves.

VII. Parent Signature Agreement Form

Raíces del Saber Xinachtli Community School Manual PARENT AND STUDENT HANDBOOK

☐ I have read the Parent/Student Handbook and agree to abide by the rules and regulations that have been stated.

☐ He leído el libro de pólizas de Padres/Estudiante y estoy de acuerdo en seguir las reglas y los procedimientos mencionados. Parent/Guardians

Parent/Guardian Signature:

Firma de Padre/Tutor:

Date/Fecha:

Student Signature:

Firma del Estudiante:

Grade/Grado:

THIS PAGE MUST BE ON FILE IN THE SCHOOL OFFICE.

ESTA PÁGINA DEBE SER REGRESADA EN LA OFICINA DE LA ESCUELA