



**Raices del Saber Xinachtli Community School
Governance Board Meeting Minutes**

Date February 25, 2021

APPROVED: March 18, 2021

Raices del Saber Xinachtli Community School, 2211 N. Valley Drive

The Meeting was conducted via the Zoom Meeting Platform

Time: 5:17 pm – 7:31 pm

1. Roll Call and Call to Order:

The following Board Members confirmed attendance and stated their full name via Roll Call:

Governance Board Members						
	Name	Office	Present	Absent	Arrived Late	Departed Early
1	Jane Asche	Chair	X			
2	Holaya Ponce Acosta	Vice-Chair	X			
3	Paul Gutierrez	Treasurer	X			
4	Tonya Hall	Secretary	X			
5	Emma Armendáriz	Director at Large	X		6:18	
6	Daniel Ferraro	Director at Large		X Excused		
7	Ray Reich	Director at Large	X			

Upon determining the presence of a quorum Board Chair Jane Asche called the meeting to order 5:17 pm.

Others in Attendance: Principal, Angela Stock; Director of Community Engagement, Lucia Carmona; Business Manager, Vicki Chavez; Ivonne Varela; Karen Chavez; Staff, Juanita Ribail; Office Manager, Elva Varela; Staff, Issis Inzunza; Massiel Felix; OST Coordinator, Anita Lara; Chair Concilio de Padres, Veronica Lucio

1. Conflict of Interest Declaration – None Declared
2. Consent Agenda – includes approval of the following:
 - a. Agenda for February 25, 2021, Meeting
 - b. Minutes of the January 28, 2021 Governance Board Meeting
 - c. The February Finance Report (Addendum A) to include:
 - I. Monthly Account Summary of Expenses,
 - II. Monthly Account Summary of Revenue,

* Indicates Action Item

- III. Monthly Bank Statement
- IV. Bank Reconciliation Statement,
- V. Monthly Update in Preparation for the FY 21-3rd Quarter Cash Report
- VI. Monthly Voucher by Warrant Report
- VII. February Finance Committee Meeting Notes from Committee Chair

Motion: Ray Reich moved to approve the consent agenda. Second by Holaya Ponce Acosta. Motion passed unanimously by board members present at the recorded time (Holaya Ponce Acosta, Jane Asche, Tonya Hall, Paul Gutierrez, Ray Reich)

- 3. Public Input - (See rules for public input at end of agenda for those who would like to speak)
 - a. Anita Lara – Request to move on portable. We are having space issues due to pandemic policy requirements. Need to get in as soon as possible. This could impact school schedule and limit number of students who can be served during OST (out of school time) at one time.
- 4. Review of Authorizer Unique Correspondence – None at this time
- 5. Principal’s Report – By Principal Angela Stock
 - a. See Principal’s Report in Addendum B
 - b. Discussion and Updates on
 - i. Testing (Issis giving Core Assessment)
 - ii. Enrollment
 - iii. Professional Development iv. Funding/Grants
 - v. Human Resource Functions
 - vi. Student Support Services
 - vii. Facilities
- 6. Concilio de Padres Report – By Veronica Lucio & Lucia Carmona, Director of Community Engagement
 - a. See Lucia’s report, Addendum C
 - b. Continue to work on parent engagement and school promotion.
 - c. Expressed concern that custodian is only part time considering the school is considering going hybrid. Preference expressed for teachers to not have responsibility of cleaning. School needs a full-time custodian.
 - d. School for parents continues.

Board Member Emma Armendáriz joined at 6:18 PM.

- e. Preparation for 120 day report in process.

- f. Updates and Discussion on OST & Indigenous Educators Corps, website, enrollment for 21-22 school year, grant opportunities, community engagement and public presentations
7. Reports from Board Committees –
- a. Finance and Audit Committees - By Paul Gutierrez and Business Manager Vicki Chavez - **See Addendum A for Summary Report**
 - i. Any questions Board Members want to ask about the Monthly Finance Report – No questions asked by board.
 - ii. Discussion and Possible action on the following BARs: 577-000-2021-0019-I and 577-000-2021-0020-I

Motion: Ray Reich moved to approve BAR 577-000-2021-0019-I. Second by Tonya Hall. Motion passed unanimously.

Motion: Paul Gutierrez moved to approve BAR 577-000-2021-0020-I. Second by Ray Reich. Motion passed unanimously.
 - iii. No final news from the FY 20 Audit as yet. This will be reported on at the earliest possible Governance Board meeting as soon as it is available.
 - b. Academic Performance Committee – By Tonya Hall and Principal Stock
 - i. Updates on enrollments and attendance
 - ii. Updates on testing and measures of achievement
 - iii. See Addendum D
 - c. Governance Board Development Committee – By Board Chair - **See Addendum E**
 - i. Training by Holaya on Restorative Justice – moved to March meeting due to time constraints.
 - ii. Discussion on setting dates for the Annual Governance Board Meeting and Board/Staff Retreat – potential date for May 22, possibly hosted at church next to school.

Motion: Ray Reich moved to conduct the annual meeting to be followed by the staff/board retreat Saturday, May 22. Second by Emma Armendáriz. Motion passed unanimously.
 - iii. Discussion on Board Recruitment (refer to Addendum E) iv.

Discussion and Possible Action on our Board Mission Statement – responses will be collected via email prior to next board meeting. Ray requested we all commit to pick one of the 3 provided by Jane or submit one prior to the next meeting.
 - d. Facilities Committee – By Ray Reich and Angela Stock

- i. Update on COVID safe preparations for student return to the classrooms
 - provided during principal’s report
 - ii. Update on the permit to finish the portable unit for occupancy – provided during principal’s report
 - iii. Board notes that now is the time to submit permits for the second portable
 - Angela has requested this in writing from Fred M.
- 8. Unfinished Business – None at this time.
- 9. New Business –
 - a. Discussion on possible action on updating our annual OMA resolution

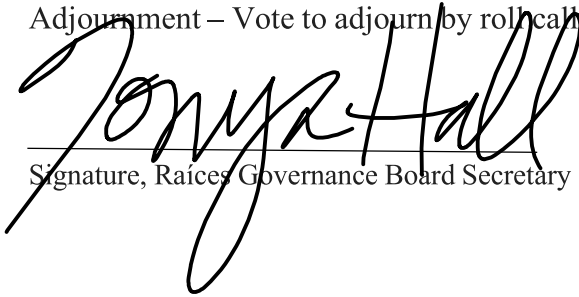
Motion: Amma Armendáriz moved to approve the annual OMA resolution.
Second by Holay Ponce Acosta. Motion passed unanimously.
 - b. Charter School Division final site visit report for 2019-2020 SY if available by this meeting – final report not available
 - c. Discussion on the mid-year review for the Principal Evaluation – after discussion with principal evaluation committee, it has been decided that the evaluation is to be completed prior to March meeting (3/18)
 - d. Discussion and possible Action regarding inclusion of Raices in the NMSU 21st Century Grant – not necessary to vote as a board. Principal needs to sign off on assurances.
 - i. Funding for an extra person to provide STEM education
 - ii. We will be able to incorporate this into our OST Xinachtli program
 - e. Discussion and possible action on revisions to the staff contract of the Office Manager giving her an increase in her salary.

Motion: Ray Reich moved to increase the office manager salary from \$14.43 to \$18 per hour. Second by Paul Gutierrez. Motion passed unanimously.
 - f. Discussion and possible action on revisions to the Custodian’s contract to extend her hours to full time instead of half time to increase the health safety of the facilities as children return to school. Will discuss and take action at a later meeting, due to custodian being available for more time in May.
- 10. Agenda items for Next Meeting –
 - a. Custodian contract
 - b. Office Manager Salary Increase Addendum
 - c. Board Mission Statement
 - d. Update on Board Recruitment
 - e. Holaya’s Restorative Justice Activity

11. Date of the Next Governance Board Meeting – March 18, 2021 at 5:15 PM [Note this month the Governance Board meeting is the 3rd Thursday instead of the 4th Thursday due to Spring Break beginning on Thursday, March 25.]

Motion: Ray Reich moved to adjourn at 7:31 pm. Second by Holaya Ponce Acosta. Motion passed unanimously.

Adjournment – Vote to adjourn by roll call voice vote at 7:31 pm.



Signature, Raíces Governance Board Secretary

3/18/2021

Date Approved

Addendum A

Raices Del Saber Xinachtli Community School

Monthly Finance Review and Report to the Governance Council

Fiscal Year: 2020-2021

Month in review: January 2021

Date: February 16, 2020

Time: ~~3:00 pm~~ _____

Members present:

Paul

Finance Committee Chair Signature

Date

Gutierrez Jane Asche; Vicki Chavez, SWREC; Angela Stock; Elva Varela; Karen Chavez, Ray Reich

Initials	Notes on Item(s) Reviewed
	Bank Reconciliations and Bank Statements Bank reconciliation to bank statement reported no difference. Total cash balance is \$173,705.92 before out standings of \$8,546.47, Actual \$165,159.45 Matches bank statement.
	Cash Report Total Ending cash balance \$8,980.33 Cash report reconciled without any issues.
	Revenue and Expense Reports Total revenue received = \$61,174.98: \$52,814 (SEG), \$2,100 private donations, \$6,260.98 State flow=through grant library Total expenses = \$81,221.50 Note 71 negative line items required BAR maintenance which are being taken care of through the increase SEG BAR
	Check Voucher Report and Check Review Twelve Total checks written for the month, totaling \$26,685.31
	Budget Adjustment Requests (BARs) BAR -577-000-2021-0019-I – Food Services increase, Fund 21000 – reimbursements and expenses exceeding original budget BAR -577-000-2021-0020-I – SEG increase due to increase in unit value and membership reports
	Other

Notes:

The Finance Committee Chair's signature denotes that the committee has reviewed the stated information and the outcome has been summarized and agreed upon by this committee.

Principal Report – February 25, 2021 Academic

Every Friday is ½ day of Professional Development. For the Month of February, the PD development was as follows:

February 6th- Angela presented information regarding MLSS and Structured Literacy; Anita presented and gathered information about OST activities and Lucia presented information about the Concilio meetings.

February 13th_Xinachtli PD was scheduled but was changed so that teacher could work on ordering library books. Library books were not ordered yet as it is a process from the company.

February 20th_This day was reserved for teachers to work in their classrooms and get them organized for small groups.

February 26th_Dual language PD with Emma Armendariz

TESTING:

- Test Security Training will take place on March 5 by Tom Genne our District Test Coordinator. This training is to replace training that should have taken place last year.
- Spring testing was once again waived by NM PED due to not being able to test students in groups, this includes WIDA ACCESS.
- Diagnostician has completed re-evals for Sped and is working on the gifted eval. All IEPs have been entered into Tyler and are now up to date.

Financial Performance Enrollment

To date we have:

Kinder 28

First grade 19

Second grade 20

Total 66

The CRRSA ESSER II Grant is a continuation of the ESSER grant that was awarded last fall. The timeline calls for expending the first grant ESSER before expending this new grant ESSER II since they will be available for a longer period. (3 years) Raices has used the first grant to hire our custodian.

Statewide Priorities:

The PED continues to strongly encourage each LEA to plan for how these resources can be used to ensure that critical program and infrastructure elements are in place to allow for a safe return to school and to mitigate interruptions to the learning process caused by COVID-19. With this in mind, we have identified the following priorities:

- Providing personal protective equipment for all staff and students, as well as ensuring that schools are fully cleaned, sanitized, and stocked with cleaning supplies. (Fill supply closets)
- Improving indoor air quality including: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities; (purchase filters and air purifiers ahead of time) Accelerated Instruction for all students, prioritizing low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. (purchase the IDEL Spanish program for the Dual Language program) (50 additional chrome books) Closing the digital divide through the purchase and distribution of digital devices, through the support of home internet connectivity for all students, and through the professional development and instructional coaching needed by educators to facilitate remote learning. (50 additional chrome books and additional hotspots)
- Supporting the social and emotional needs of students, families, and staff; (Provide more materials for OST and other materials needed for SEL)

Performance

Addendum B

- Supporting the needs of students with disabilities and at-risk students, both during the building closure and when students transition back into school building.

Community School Grant: (150,000)

- The grant is being spent down by \$21,207.02
- Collaborative Leadership meetings are needed in order to review the original budget and resubmit.

NISN/Kellogg Grant-

CARES ACT- (10,773.00)

- This grant is currently being used for the part time custodian.

Special Capital Outlay Grant: 9,233.00

- A canopy was purchased to cover the playground structure. (\$6,306.20)
- Individual desks are needed for 2nd grade; a plan to use the remaining 2,926.80.

Go Bond Library (2427.00)

- None of this money has been expended

Commented [AS1]:

Human Resource Functions

- Hire our existing custodian full-time, leverage SEG budget.
- With all of Elva's duties...Breakfast and lunch program food service manager, assists principal with completing DATA for PED reports, assists community engagement and director of operations, in charge of attendance and oversees all purchase orders. Currently her hourly pay is 14.43 per hour, I would like to increase it to 18.00 per hour.
- If we continue to increase in kindergarten enrollment, it will be necessary to hire a full-time substitute teacher.

Student Support Services

- Kindergarten began small groups on the 16th of February.
- 1st grade began small groups on 22nd of February.
- 2nd grade will begin small groups on the 1st of March.
- We are still offering tutoring time for students who are in the greatest need academically and for students who are 100% online.
- 07 Presently we have 58 in-person small groups and 07 100% online.
- OST is providing SEL and Xinachtli activities for 30 minutes of the 3 hours students are in school. They also provide activities for those students who are strictly online.

Their schedule is as follows:

Monday, Tuesday, Wednesday

First grade

IEC Support-Briana

8am-9:45am-In Class Support
9:45am-10am- Activity Set Up
10am-10:30am-OST Tloke Nauoke Activity 10:30-Sanitize/Clean up after group.

Second grade
IEC Support-Martin
8:30am-9:45am-In Class Support
9:45am-10am- Activity Set Up
10am-10:30am- Return to class
10:30-11am- OST Tloke Nauoke Activity 11am-Sanitize/Clean up after group.

There will be no in person OST Tloke Nauoke Activities on Thursday or Friday. We will take that time to plan and support other community outreach activities that will build out the garden before the end of the school year.

Facilities:

- Our portable and outside premises are not completed for occupancy. [Microschools & Microdistricts](#)
Beginning Monday (Feb. 22), schools and districts with fewer than 100 students in their in-person learning program may bring back all students provided that they maintain a student-teacher ratio of no more than 12:1, with no more than 13 people per enclosed indoor space. Six feet of social distancing must still be maintained. Any micro-school seeking to bring back a greater number of students than this in any classroom must send a request to the deputy secretary point of contact that includes a class roster, a note on how many individuals in the class have special needs, and a picture of the room with the proposed desk layout.

This has changed from a 5:1 ratio.

Other:

QUAD:

The QUAD is a designed by NISN to conduct a school review. There are Quad Survey will be conducted again, the date is forthcoming, NISN School Review will be conducted between April 13-14th.

What will be reviewed:

School Mission: Raíces del Saber Xinachtli Community School Implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential. Participatory, biliterate, childcentered, 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.

What gains can we demonstrate to show development in Spanish language acquisition?

What gains can we demonstrate that show positive changes in self-identity?

School Review Team o

Kenaba Hatathlie o Anai

Pulido o Karen Ware o

Jessica Helen Lopez o

Pandora Watchman

Focus Groups: (10 or fewer) o Parent group/Community Partners (Schedule for 6:30pm; contacted

Lucia to provide two more parents and get contact info for individuals) □

Veronica Lucio

□ Possibly: Tiofilo Carrasco, Rorie Measures, Dulcenea Lara, Tonya H.

o Governance council (Found contact info on Raices Website)

□ Jane- jasche@raicesdelsaber.org

□ Emma- earmendariz@raicesdelsaber.org

□ Holaya- hponce@raicesdelsaber.org o Teacher- 4 teachers, after

school coordinators, IEC members

□ Carlos caceves@raicesdelsaber.org

□ Laura- lhoobler@raicesdelsaber.org

□ Juanita- jribail@raicesdelsaber.org

□ Filo- frigales@raicesdelsaber.org

□ Kayla- kmartinez@raicesdelsaber.org

□ Anita- alara@raicesdelsaber.org

□ Briana- briananmirabal@gmail.com

□ Guadalupe- lupona0767@gmail.com

□ Martin- supersonic0621@gmail.com

o Admin-

□ Angela- astock@raicesdelsaber.org

□ Lucia- lcarmona@raicesdelsaber.org

□ Elva-evarela@raicesdelsaber.org

Concilio de Padres
&
Community Engagement Reports
Plus Requirements for the NMSU 21st Century Grant

Raíces del Saber Parent Council Monthly Virtual Meeting
February 18, 2021, 7:00 pm
Agenda and Notes

1. Welcome and Salute/Bienvenida y Saludo
2. Updates by Mrs. Verónica Lucio, Chair of the Concilio Executive Committee /Reporte por La Sra. Verónica Lucio, Presidenta del Comité Ejecutivo del Concilio
 - in small groups with parents (per grade) are working great, it is good idea to continue. The idea is meet as many times as we need/ Las reuniones por grupo de cada grado trabajaron muy bien, es muy buena idea continuar. La idea es reunirnos con mas frecuencia y las veces que sean necesario.
 - Produce flyers to start recruitment new students from daycares and every other spaces possible/Producir un flyer para que los padres de familia puedan apoyar en reclutar nuevos estudiantes para Kindergarten para el próximo año escolar visitando las guarderías y en todos los lugares posibles.
 - All parents’ representatives per grade did a great job. Here is contact information from each grade representative:/Todos los representantes de cada grado hicieron un gran trabajo. Aquí esta la información de contacto de cada uno de los representantes:

Grade /Grado	Name/Nombre	Contact Information/Información de Contacto
Rep 1 - for Kindergarten	India Hernández	575-202-6578 cousinindia@gmail.com
Rep 2 - for Kindergarten	María Realzola	575-649-8255 maria.realzola87@gmail.com
Rep 1 - for 1 st Grade	Ivonne Varela	575-805-4721 ivarela1308@gmail.com
Rep 2 - for 1 st Grade	Dany Rivera	915-252-6159 Daniel.rivera@beatllc.com
Rep 1 - for 2 nd Grade	Yvonne Lozoya	575-650-0298 sudaje@gmail.com
Rep 2 - for 2 nd Grade	Gerogina Badoni	520-396-9424 gbadoni@nmsu.edu

- Prepare on time ahead at least two more small group of parents meeting before the end of the semester/Preparar con tiempo por lo menos otras dos reuniones con padres de familia antes que termine el semestre.
- Outreach parents using different ways including phone calls/Contactar a los papás/mamas/tutores(as) utilizando diferentes maneras incluyendo llamadas telefónicas.
- Ask Teachers to help with the outreach announcing through their groups directly/Pedir a los(las) maestros(as) apoyar en mandar los anuncios a través de sus grupos directamente.

Addendum C

- A suggestion to include a small interesting plática/topic to share with the group/Una sugerencia de incluir pequeñas interesantes pláticas/temas

 - For the flyers or notes sending out to parents use color paper to get more attention (possibly ask parents to donate a ream of color paper)/Para los boletines y notas de información usar papel de color para ser mas llamativos y los padres de familia los noten mas (posiblemente los padres de familia podrían donar un paquete de papel de color)

 - Explore a platform of communication between parents./Explorar alguna Plataforma de comunicación para que los padres de familia se puedan comunicar entre si.

 - For now, Representative parents per grade received the list with contact information of their group of parents to be in contact./Por ahora, cada representante de salón ha recibido la lista de contacto de los padres de familia de su grupo para estar en comunicación directa
3. Updates from Mrs. Angela Stock, Principal/Reporte por la Sra. Angela Stock, la Directora
- The re-entry plan was sent to all parents. There is a Checklist by the CDC in English and Spanish that were sent directly by the teachers to their parents./El plan para re-entrar en persona a clases fue enviado a cada familia. Hay una lista enviada por el CDC (Centro para el Control de las Enfermedades) en inglés y español que fueron enviados directamente por sus maestros.
4. Updates by Lucia Carmona, Director of Operations and Community Engagement/Reporte por Lucia Directora de Operaciones y Conexión Comunitaria
- Will continue sending information about resources and family events that parents can take the advantage./Continuaremos enviando información sobre recursos y eventos comunbitarios para que las familias tomen ventaja en participar.
5. Dialogue/Diálogo/Tlahtocan
- Grate conversation was expanded with good suggestions from participants about how to improve communication with each other./Gran conversación que se ha extendido con bastantes buenas sugerencias de los(las) participantes para mejorar la comunicación entre nosotros(as) mismos(as).

 - How to improve outreach of parents to engage more parents to the informative meetings/También discutimos en cómo mejorar los metodos de atraer la participación de los padres de familia en las reuniones que son muy importantes para el beneficio de todos(as).

 - To make more interested the meetings, include a small presentation by one of the parents or a partner something educational, or meaningful for parents to learn./Para hacer más atractivas y utiles las reuniones, se incluirá alguna presentación o plática por alguno de

Addendum C

los papás o de las mamás o alguna otra persona apoyante con algo educacional, o interesante para aprender.

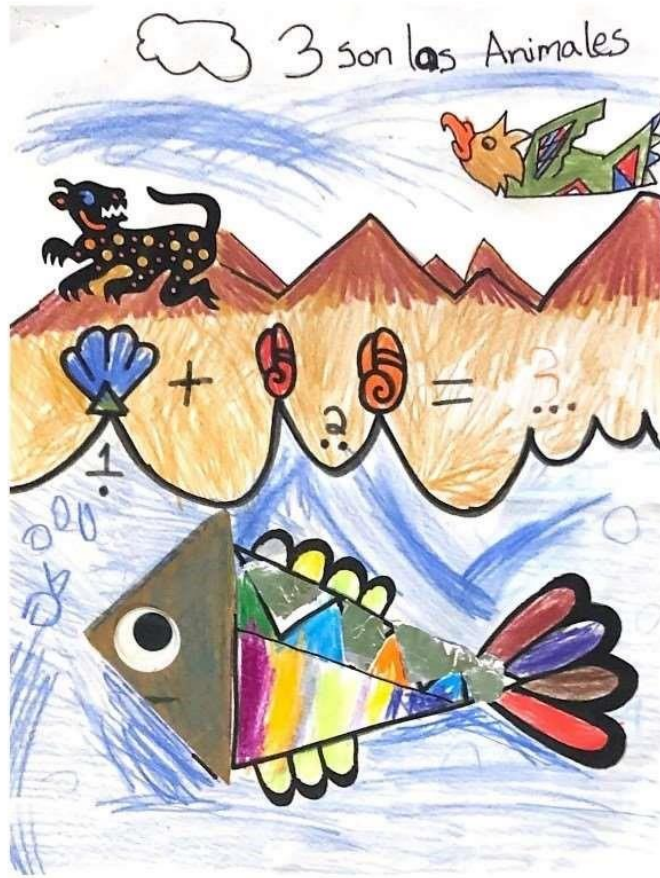
- Questions and concerns were addressed by the principal and school staff./Preguntas y preocupaciones fueron respondidas por la directora y el personal de la escuela.
 - Want the teachers to get more involved in communication with parents. /Proponen que los(las) maestros(as) se involucren más en la comunicación con los padres de familia.
6. Next Monthly Meeting (March 18)/Siguiete Reunión Mensual (Marzo 18 at 7:00 pm) Some topics for next meeting/Algunos temas sugeridos:
- Will be discussed before the next session through each group./Se discutirá antes de cada sesión de cada grupo
 - Updates/Actualizaciones
7. Closing and remarks to leave with a positive thought./Para cerrar y resumir, dejar algún pensamiento positivo.
- Mrs. Veronica Lucio's daughter, Delana Telles from Kindergarten, guided the group to close the session with the salute of: "Lo que pienso, y lo que siento, guía lo que hago"/La hija de la Sra. Verónica Lucio, Delana Telles del Kindergarten, guió al grupo para cerrar la sesión con el saludo: "lo que pienso, y lo que siento, guía lo que hago"

Participants:

Parents: 1. Verónica Lucio, 2. Dany Rivera, 3. Káren Chávez, 4. Ivonne Varela, 5. Yvonne Lozoya, 6. Maria Realzola, 7. Yitzen Lizama-Ceh, 8. Georgina Badoni, 9. Nahtasha Garza-Swendle, 10. Massiel Felix, 11. Karla Martínez, 12. Katie Hernandez.

Staff: 1. Angela Stock, 2. Elva Varela, 3. Lucia Carmona,

Board Member: Holaya Ponce-Acosta



Artwork by, Marisol Almaguer, Kindergarten student

Lucia Carmona's Report
February 25, 2021

I. Concilio de Padres coordination and support

1. Working with parents to facilitate the Concilio de Padres (Concilio) meetings.
 - Meetings with parents per grade, facilitated by Parents Representatives per grade o Kindergarten meeting – February 10 o 1st grade meeting - February 16 o 2nd grade meeting – February 9 - Concilio Executive Committee (CEC) monthly meeting – February 18th

Highlights from meetings:

- o A grate conversation was expanded with good suggestions from participants about how to improve communication with each other.
- o How to improve outreach of parents to engage more parents to the informative meetings.
- o To make more interested the meetings, include a small presentation by one of the parents or a partner to present something educational, or meaningful for parents to learn.
- o Questions and concerns were addressed by the principal and school staff. o Want the teachers to get more involved in communication with parents. o Parents want to be involved in the new student's enrollment process, they are taking fliers to take them to daycares and every space available.

Addendum C

- o Mrs. Veronica Lucio's daughter, Delana Telles from Kindergarten, guided the group to close the session with the salute of: "Lo que pienso, y lo que siento, guía lo que hago" "What I think, and what I feel, guide what I do".
2. Our Escuela para Padres (School for Parents) is moving forward.
 - The Concilio de Padres is asking to prepare small presentations during their meetings as learning opportunities about different topics. (See notes from the last Concilio's meeting, February 18)
- II. Community School Coordinator administrative items:
1. Preparation of the Community School 120D report and attending to several workshops to understand reporting process. o Expanded and Enriched Learning Time and Opportunities (EETLO pillar) by this Thursday, February 25.
 - o AFCE) by March 12
 2. Follow up with our current partners and building relationship with new partners as well.
- III. OST-IEC program, Out of school Time and Indigenous Educators Corps
1. The OST-IEC team is getting ready to support teachers with small groups of students in the classroom with enrichment-SEL outdoor activities each day.
 2. Anita Lara and Kayla Martinez, the OST coordinators are involved in the mini-grant proposal in collaboration with Patrick DeSimio from Cruces Creative/HAZLO organization to paint a community mural in the school once it is possible to involve families in person.
 3. We were able to receive the support from FYI-AmeriCorps Program with three AmeriCorps members that were assigned to our school for helping us during meals distribution time - Mondays and Wednesdays. This will help much now that we are bringing in person small groups of students.
- IV. Internal school administrative items:
1. Website: I uploaded Raíces GB Bay Laws, School Policies and Procedures, and OMA Resolution, and all agendas are translated into Spanish Language. Also, Enrollment links are updated as well to reflect the OPEN ENROLLMENT OF STUDENTS FOR 2021-2022.
 3. Enrollment SY 20201-2022
I am working on the enrollment campaign for next SY. (see attached the promotional flyers English and Spanish) The projection is:
 - 30+ Kindergarten
 - 40 1st grade
 - 20 2nd grade - 20 3rd grade - 110 – TOTAL
- V. Grants Opportunities:

Addendum C

1. 21st Century CLC Grant - Raíces was invited to joining the STEM Outreach Center/NMSU as part of the application for the 21st CCLC funds. Wanda Bulger-Tamez, who is director of the STEM Outreach Center at NMSU and a co-founder of Raíces, finally give us the news that Raíces will be included in their grant proposal. (More information to come)
2. WKKF, I was able to approach to Victoria Tafoya, our program officer, about some guidance on the possibility to apply for another grant once we submit our final report. She is so excited and offered support to have a conversation with the new Director, Chamiza Pacheco de Alas. We will hear more about it on late March.

VI. Community Engagement and Public Presentations on behalf of Raíces

1. Our school received an invitation by the New Mexico Association for Bilingual Education (NMABE), to participate in what they call "Healing Circle". It is an event offered online for their membership. They are asking to some elders from indigenous communities to do an opening and closing in a traditional indigenous way. Victoria Tafoya, who is our WKKF program officer, is part of the organizing committee of this event and she suggested to include Raíces team as part of this opening. The event will be held virtually in late March. More information to come.
2. Our partner, Kayla Myers, Curator of Education/Quality of Life /Las Cruces Museum System, is hosting a new panel for the month of March called "Community Round Table: Multicultural Programing in the Classroom." This time, she invited me to be part of this panel to present about the indigenous foundation of Raíces and the community involvement in the process to found the school. The virtual event will be held on March 3, 2021 (see attached flyer).



Raíces del Saber Xinachtli Community School

www.raicesdelsaber.org

PARENTS & COMMUNITY

OPEN ENROLLMENT K-3

2211 N. VALLEY DRIVE, LAS
CRUCES, NM 88007

We are following COVID-19 Protocols

Raíces is a Free Public Community School, using a Dual Language two-way immersion 90/10 model. Xinachtli, a unique academic framework, provides a natural way of engaging student learning to explore, investigate, and participate in constructing their

**WE OFFER FREE AFTER SCHOOL PROGRAM
3:00 PM – 6:00 PM
EARLY DROP OFF 7:15 AM
FREE BREAKFAST, LUNCH, AND DINNER
FOR ALL STUDENTS**

(Provided by National School Lunch Program NSLP)

FREE TRANSPORTATION

- Highly Qualified Bilingual Teachers
- Principal with 25 yrs. experience in Elementary & Bilingual Education
- Parents Advisory Council
- All Special Education Services Provided

This institution is an equal opportunity provider.

- Spanish - English Classes
- GED Support
- Nutrition Education
- Computer Literacy
- Parenting Classes
- Professional Development
- Circle of Growing



For more information please contact:
 Angela Stock, Principal (575) 956-3334
 Lucia Carmona, Director of Operations and
 Community Engagement (575) 571-2177
 Visit our website: www.raicesdelsaber.org

knowledge.

- College of Education – NMSU
- ICAN – NMSU (nutritional services)
- Children’s Reading Alliance (1st Teacher)
- Doña Ana Health and Human Services
- La Semilla Food Center (Community Garden)
- Doña Ana Head Start (Early Childhood Development)
- Families and Youth Inc., (FYI)
- NACA Inspired Schools Network • AmeriCorps Service Providers
- Mexican Consulate (El Paso TX) • Department of Health (DOH)



Raíces del Saber Xinachtli Community School

www.raicesdelsaber.org INSCRIPCION

ABIERTA K-3

RED COMUNITARIA

2211 N. VALLEY DRIVE, LAS CRUCES, • Colegio de Educación –
NMSU

- ICAN – NMSU (servicios nutricionales)

NM 88007

Seguimos los Protocolos de Seguridad contra el

- La Semilla Food Center (Jardín Comunitario)

COVID-19

- Departamento de Salud de NM

- Children's Reading Alliance (Primer maestro)
- Departamento de Servicios de Salud
- Doña Ana Head Start (Desarrollo Infantil)

Addendum C

Raíces es una escuela Pública Comunitaria, que utiliza el modelo de inmersión Dual del Lenguaje llamado 90/10. Xinachtli, es un currículo único que enriquece de manera natural la participación de los estudiantes a explorar, a investigar, y a ser parte en la construcción de su conocimiento.

PROGRAMA DESPUES DE ESCUELA GRATUITO 3:00 PM – 6:00 PM

**PUEDEN DEJAR ESTUDIANTES TEMPRANO - 7:15 AM
ALMUERZO, COMIDA, Y CENA
GRATUITA PARA TODOS LOS ESTUDIANTES**

(Proporcionada por el Programa Nacional de comida escolar NLPS)

- Maestros Bilingües Altamente Calificados
- Directora con más de 25 años de experiencia en Escuelas Primarias & Educación Bilingüe
- Concilio de Padres
- Ofrecemos todos los Servicios de Educación Especial
- Lenguaje
- Educación Individualizada

- Families and Youth Inc., (FYI)
- NACA Inspired Schools Network

PADRES Y COMUNIDAD

- Clases de Español e Inglés
- Apoyo para GED
- Educación Nutricional
- Clases de Computación
- Clases para Padres
- Desarrollo Profesional
- Círculo de Crecimiento



Para más información contactar a:
Angela Stock, Directora (575) 956-3334

Lucia Carmona, Operaciones y Alcance Comunitario
(575) 571-2177

Por favor visite nuestra página www.raicesdelsaber.org

Esta institución es un proveedor que ofrece igualdad de oportunidades

- Programa de AmeriCorps

- Consulado Mexicano (El Paso, TX)

Doña Ana County received a \$9.3 million grant from the U.S. Department of the Treasury, Emergency Rental Assistance (ERA) to assist local residents who have been impacted by COVID-19. This money is available for county residents including those within the municipalities of the cities of Las Cruces, Sunland Park and Anthony, the Village of Hatch and the Town of Mesilla. The grant covers rent and utility payments. It does not cover mortgage payments.

The funds must be committed no later than September 30, 2021, the end of the federal fiscal year. Any funds not committed by that date must be returned to the federal government. Both renters and landlords can take advantage of this grant. There are specific criteria for the funding. Households with an income that does not exceed 80% of area median income as defined by the Department of Housing and Urban Development (HUD) are eligible. That means \$43,900 annual income for a family of four. Proof of financial hardship due directly or indirectly to the COVID-19 pandemic is also required. This could be proof of unemployment insurance or loss of income, or other financial hardship that threatens the household's ability to pay rent or utilities.



Doña Ana County

Emergency Rent & Utility Assistance Program

Please click on the links below for the ERA guidelines, tenant application, landlord application and utility assistance application.
Online application submission will be available soon.

Contact:

Alysha Morales 575-525-5898 ERAP@donaanacounty.org

Application forms

For Tenant

- ERA Program Guidelines ([PDF - 510K](#)) ([Spanish - PDF 508K](#))
- ERA Program Application Form ([PDF - 197K](#)) ([Spanish PDF - 176K](#))

Branigan Cultural Center Presents:

Culture of Empowerment: Students

Community Roundtable: Multicultural Programming
in the Classroom
March 3, 5:30-7:30pm

Hear perspectives and give input on the strategies for putting culture into classrooms across New Mexico. Tune in at rebrand.ly/SchoolCulture



Dr. Georgina Badoni



Ramon Padilla



Dr. Sabrina Zamora



Lucia Carmona



21st CCLC Requirements for Schools

Provide services for students.

1. Provide 21st CCLC services for students who attend Agency identified and approved highpoverty and low-performing schools, including Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools, as outlined in the application submitted in response to Request for Application (RFA).
2. Provide, as appropriate, 21st CCLC programming outside of the traditional learning day or periods when school is not in session, such as before and after school, holidays, weekends, or summer recess. Services should not take place during regular school hours. This includes field trips.
3. Meet and document, at a minimum, the program delivery requirement at each learning center: 8 hours per week for a minimum of 30 weeks. This provides, at a minimum, an additional 240 instructional hours for students served. This is approximately 34 additional school days.
4. Provide an Agency approved, balanced program that reinforces content introduced during the traditional learning day and provides real-world applications of content by providing all four types of the following educational service categories, as outlined in ESSA §4205(a) and Section G-1 of the 21st CCLC Non-Regulatory Guidelines:
 - a. Academic enrichment opportunities
 - i. Academic enrichment opportunities include homework assistance and/or small group tutoring.
 - a) Homework assistance is a program requirement each day. Homework assistance can take place after snack and a brief recreational activity (the activity should not exceed one-fourth of the total daily program hours), but homework assistance should be scheduled before other enrichment activities take place.
 - b) Small group tutoring for students who need additional support in a particular subject area or with a special project assigned during the traditional learning day.
 - 1) The program will provide academic enrichment opportunities for students every program day.
 - 2) All academic enrichment activities should align with the CCSS and students' individual assessment results (Istation, National Center and State Collaborative, Discovery, or other short-cycle assessment selected by the district).
 - b. Extracurricular enrichment opportunities
 - i. Extracurricular enrichment opportunities include a broad array of programming that connects academic learning to the real world, through hands-on, project-based applications. These types of extracurricular enrichment programs should include, but not be limited to, the following activities:
 - a) Apprenticeships

Addendum C

- b) Arts education
 - c) Career and technical programs
 - d) Cultural programs
 - e) Environmental literacy
 - f) Financial literacy
 - g) Music education
 - h) Nutrition/health/physical fitness
 - i) Project-based learning
 - j) Service learning
 - k) Regular, structured physical activity programs
 - l) Science, technology, engineering, arts, and mathematics (STEAM)
 - m) Science, technology, engineering, and mathematics (STEM)
 - 1) These types of extracurricular enrichment activities, based on realworld applications, should take place each day of the program, following the academic enrichment block.
 - 2) All extracurricular enrichment activities should align with the New Mexico STEM Ready Math and/or science standards.
- c. College and career connections
- i. Connections to college and careers activities are designed to both educate and inspire students to achieve goals beyond high school.
 - a) This type of connection is intentionally integrated into all extracurricular enrichment activities.
 - b) College and career readiness components are integrated, along with extracurricular enrichment activities, into each day of the program.
- d. Youth development
- i. Youth development includes programming that fosters positive youth development through the following types of activities:
 - a) Cultural appreciation
 - b) Drug and violence prevention
 - c) Character education
 - 1) This type of programming is integrated into enrichment activities or provided for students during specialized weekly sessions.
5. Provide US Department of Agriculture (USDA) approved snacks and/or meals for participating students, using resources other than 21st CCLC funds. Many community learning centers are eligible to receive funds through the USDA Food and Nutrition Service for out-of-school time snacks or meals. In order to receive this resource, the service must be included in the school or district's annual National School Lunch Program (NSLP) nutrition application. All snacks and/or meals must align with USDA approved Smart Snacks in Schools.
6. Provide 21st CCLC programming at no cost to the students and families.

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7. Each 21st CCLC Program should have No Program Income.
8. Demonstrate and document partnership(s) with participating community resources, including but not limited to:
 - a. Partnering with other agencies that serve youth
 - b. Securing volunteer staff (with approved background checks, prior to completing any service hours)
 - c. Receiving tangible resources that expand and enhance program delivery
 - d. Creating other partnerships that enhance sustainability and quality of services provided
9. Ensure a 75 percent attendance rate in the enrolled classes, by individual-funded site, and within the specific populations specified below, for 30 or more days, during the fall and spring terms, as collected in EZ Reports of the school year (school year for the purposes of this agreement is July through June) for maximum benefit, especially for students who are
 - a. attending CSI and TSI schools;
 - b. English language learners;
 - c. Native Americans;
 - d. in the lowest 25 percent quartile of achievement;
 - e. experiencing homelessness; and
 - f. academically supported through the use of Individualized Education Programs (IEPs).
11. Provide access to learning and developmental opportunities for children with disabilities.

Provide services to families of participating students, as required by the Every Student Succeeds Act (ESSA) §4201(a)(3).

1. Recruit families of participating students to engage in educational services provided for them by 21st CCLC programming. These services should target parents/legal guardians.
 - a. At minimum, the program will include two adult education sessions each semester. Topics covered can include, but are not limited to
 - i. Computer lab availability accompanied by computer instruction; ii. Classes for adult English language learners; iii. Family budgeting;
 - iv. Summer programs available for students;
 - v. An informational presentation about colleges in the area including eligibility, application processes and financial aid;
 - vi. Student/family panels about the transition to middle and/or high school; vii. Informational presentation about counseling and health services available in the community;
 - viii. Scholarships available for extracurricular programs beyond 21st CCLC programming;
 - ix. Cultural studies;
 - x. Healthy snacks and meals for youth and adults; and
 - xi. Other adult literacy and educational services that meet the needs of families of participating students.

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2. Recruit families of participating students to attend events that highlight, in an interactive way, student work and learning.
 - a. Program will include events once each semester.
 - i. These types of events are different than the adult education classes as referenced in Section i.a.
 - ii. Partner with the community to provide services.
3. Recruit background-check-approved volunteers to work with students and/or families.
 - a. To count toward the 30 percent volunteer goal each month, a non-paid team member should be at the community learning center for at least one hour on any given week during the month.
 - b. The non-paid team member can be the same individual from week-to-week or month to month but does not need to be the same individual.
 - c. A volunteer must go through a background check prior to volunteering, as prescribed by the Agency and the participating district and/or state charter school.
4. Secure partnerships with outside organizations in the community to provide services for students and/or families.
 - a. At least one partnership should be documented each semester at each community learning center.
 - i. For each partnership, an Agency approved subcontractor assurance form is required.

Addendum D - **Academic Performance Committee Meeting**

Month in Review: January 2021

Date: February 24, 2021

Time: 5:00 pm – 6:12 pm

Attendees

Angela Stock, Lucia Carmona, Tonya Hall, Yitzen Lizama, Carlos Aceves, Laura Hoobler

Topic	Notes	Actions
Attendance	<ul style="list-style-type: none">• Continue to send reminders to parents about attendance• Attendance continues to improve – Xinachtli attendance a concern• PED approved hybrid model for microdistricts (under 100 students)	<ul style="list-style-type: none">• Discussing incentives for attendance• Continue to communicate importance of attending Xinachtli
Structured Literacy & Dyslexia Screening (see attached document “What is Structured Literacy”)	<ul style="list-style-type: none">• Visits planned for spring from PED waived due to schools returning to in person learning and strain put on schools from pandemic• Juanita, Laura, Angela attended a training on structured literacy & dyslexia• Idel program could available for use 21-22 school year• Laura gave a report on structured literacy in 1st grade	<ul style="list-style-type: none">• Required to screen all 1st grade for dyslexia (21-22 school year)• All 1st grade teacher required to complete training on structured literacy and dyslexia per 22-13-32 NMSA 1978

Addendum E

Xinachtli	<ul style="list-style-type: none"> • Videos available in Carlos' on Xinachtli basics • 1st grade doing independent Xinachtli time 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are regularly not ready for Xinachtli @ 800. Not picking up habits needed for successful class time. Discussion on what we can do about this –
	<ul style="list-style-type: none"> <input type="checkbox"/> 2nd grade teacher becoming more comfortable with Xinachtli elements and will begin independent Xinachtli classes soon <input type="checkbox"/> Kinder has optional additional classes (MTh) available for academic reinforcement 	<ul style="list-style-type: none"> <input type="checkbox"/> messaging to parents, incentives, etc.
Recruitment	<ul style="list-style-type: none"> <input type="checkbox"/> Will have capacity for 120 students (with 2 portables ready) – two Kinders, two 1st, one 2nd, one 3rd <input type="checkbox"/> Concilio is committed to assisting with recruitment <input type="checkbox"/> Flyers distributed 8 <input type="checkbox"/> new kinders, 1 1st grade already recruited 	<ul style="list-style-type: none"> <input type="checkbox"/> Pass ideas to Lucia and/or Concilio Fred <input type="checkbox"/> working on permits for buildings
Other	<ul style="list-style-type: none"> <input type="checkbox"/> Handwriting – questions about how we can improve writing students learning online are not developing these fine motor skills at the same rate as when at school 	<ul style="list-style-type: none"> <input type="checkbox"/> Look into purchasing handwriting books for classes

The Academic Committee Chair's signature denotes that the committee has reviewed the stated information and the outcome has been summarized and agreed upon by this committee.



Academic Committee Chair Signature

2/24/2021

Date

Governance Board Development Committee

February 25, 2021 Board Meeting Report

1. Board Training by Holaya Ponce Acosta: This is a continuing series of brief board trainings alternated between Board Member Holaya Ponce Acosta and Raices Lead Teacher, Carlos Aceves. They have been asked to demonstrate to the board the principles of Restorative Justice and special aspects of the Xinachtli Curriculum respectively. These two concepts are integral to the mission of the school and so it is important for all board members to understand as fully as possible these practices and concepts.
2. Setting Dates for the Annual Meeting and Board/Staff Retreat: The yearly Annual Meeting is the time that we elect new board officers and new board members to replace board members whose terms will be expiring in the fall of the upcoming year as well as any board member replacements due to early resignations from the board. Should a board member retire at a time when that person's departure would leave the board with less than the five members as required by New Mexico law, the board member must be replaced within 45 days of departure of the resignation. These requirements are spelled out in our Board Bylaws and our charter application by which we agree to abide. Originally, the Annual Meeting was scheduled for July but that does not give appropriate time for new board officers to become oriented and prepared for the upcoming school year. Last year the Board Annual meeting and Board Staff Retreat were held back-to-back on Saturday, June 27, 2020. Staff could not be present because they do not work on days for which they are not paid. We need to consider this year how we can schedule the two meetings in a way that will include staff, since staff are completely gone by June and are not back at work until August.
3. Discussion on Board Recruitment: We now anticipate that there will be probably be three vacancies on the Board for the next School Year. Jane Ashe's term comes to an end and she will not reapply to be on the Board. Paul Gutierrez and Emma Armendáriz's terms will come to an end in September, but they have not announced if they will re-apply. We can have up to nine board members according to our Bylaws so it will be wise to start recruiting now to ensure a number of board members greater than five as required by law to make sure there is a smooth functioning board and that we are in compliance if one or more members should resign sometime in the middle of the year. Since Ray Reich and Jane serve on this committee which is tasked with recruiting board members, they will be setting into motion the board member recruitment plan that is described in our charter application that we will follow. [See pages 2 & 3 of this report for the process provided in our charter application for Board Recruitment.]
4. Discussion and Possible Action on Our Board Mission Statement: It is important to continue to work on a Board Mission Statement to guide our work. From our work in past board meetings, we have three possible mission statements. We need to revisit our brainstorming session, choose the version we think comes the closest to expressing our purpose as a board and revise that version if necessary so we come to consensus for the statement. See page 4 for the results of our brainstorming session.

Addendum E

Part II: Section A (3) of Charter Application

Selection of New Board Members

New Members of the Board will be recruited, evaluated as to suitability for Board Membership, and presented for a formal vote for membership on the Board by the Governance Board Development (GBD) Committee as specified in the Bylaws (Article 5: Section 5.2) using the following steps:

Action Steps	Timeframe	Responsible
Create chart of needed skills and characteristics for a well-rounded board.	Update annually in July	GBD Committee
Use chart to survey and record current members’ skill areas and characteristics to create a composite picture of skills, characteristics, and gaps at a glance.	Update annually in August	Committee Chair
Use data from step 2 to determine the current needed qualifications of candidates for Board positions in consultation with the school Principal and the Parents Council.	Update annually in September	GBD Committee
Advertise and recruit potential Board Member applicants that demonstrate the necessary qualifications <ul style="list-style-type: none"> ● within 15 days of a vacancy so that the board member can be replaced within 45 days of a vacancy on the board, if our membership goes below five members as a result of the vacancy, and ● within no less than 90 days before the annual meeting in July for new board members to fill expired terms. 	As soon as vacancy occurs or no less than 90 days before annual meeting	GBD Committee
Recommend candidates in writing to fill vacancies due to resignations and removals that occur at times other than the regular annual nominating process.	No later than 10 days before next Board Meeting	GBD Committee
Board votes in an Open Public Meeting on nominee to fill vacancy	No more than 45 days from official vacancy	All Board Members
Interview and Screen applications and present a slate of the best qualified nominees to replace outgoing members on the Board at Annual Meeting.	No less than 30 days before Annual Meeting (June or July)	GBD Committee Chair and Principal
Board votes in an Open Public Board Meeting to elect new members at the annual meeting.	At Annual Meeting	All Board Members

Addendum E

Provide ongoing orientation and supervision for “onboarding” of new members to the Board	Begins before 1 st Board Meeting & Ongoing	GBD Committee
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Further Elaboration on the Process

Once the Governance Board Development Committee seeks out identified individuals who possess the specific experience and expertise needed to fill the vacancy, identified individuals will submit a letter of interest briefly outlining the skills and expertise they possess which make them a strong fit for the Board and stating specifically why they would like to be a Board Member. This letter will be submitted to the Board by the Committee.

In order to fill the parent member requirement, the Concilio (Parent Council) recommends one family representative to serve as a regular Member-At-Large of the Board. This nominated individual will go through the same selection process as outlined for other members.

The Chairperson and the Principal will meet with an identified individual for Board Membership and assess his/her leadership experience, time constraints, level of commitment, experiences, goals, expectations and then decide if the person fits the mission, vision, core values, and is a potential member for the Board.

The Identified person is expected to attend a regular Board meeting to better understand the scope of the Board’s work and to have an opportunity to meet the other members. The Board Chairperson may ask for their input regarding Board business in order to assess their insight and understanding of the agenda items and relationship to the business of the school and professional fit.

The Board votes, during an open public meeting to select a new member to the Board. The action item is included as part of the Board agenda and requires a resolution that current members of Board vote on. A majority vote selects a new member.

The Board adheres to the concept of “onboarding” for new Board members and initial committee members. Methods used in this process include formal meetings, lectures, videos, printed materials, or computer-based orientations to introduce newcomers to their new roles in the organization while at the same time ensuring that new Board Members attend the PED Required Board Training within 30 days before becoming a voting member as specified in the NM State Statutes and Administrative Codes (NMSA 1978, 22-85-5.1 and NMAC 6.80.5).

Qualifications of Governance Board Members:

The governance of Raíces Del Saber Xinachtli Community School (Raíces) is accomplished by the oversight, leadership, and direction of a five to nine-member elected volunteer Governance Board (Board). [Amended bylaws of May 15, 2019 require a minimum of five Board Members as required the by NM Statutes and a maximum of none Board Members.] The purpose of the Board is to govern Raíces in accordance with the terms of its Charter School Bylaws and a Charter Contract approved by the NM

Addendum E

Public Education Commission (PEC) and in compliance with the NM Charter Schools Act, NMSA 1978, Section 22-8B (2006), et seq. as amended from time to time.

The five to nine-member Board shall be comprised of persons from the community-at-large, with a focus on individuals who bring professional expertise in areas that the Board has identified —fiduciary, budgetary, academic proficiency, bilingual and bicultural skills and knowledge, cultural diversity, Mesoamerican history, US-Mexico border cultural knowledge and fund development. The qualifications and skills of the Board must demonstrate that they have the capacity, knowledge, and experience to give oversight to a successful, high-quality public school.

3

Mission Statement: A mission statement tells what the purpose or “reason for being” is for a group, organization or, in this case, the Raíces Board of Directors.

Vision Statement: A vision statement is what we envision will be in place at some time in the future as a result of working to accomplish our purpose as a board for the Raíces del Saber Xinachlti Community School.

Trial Mission Statements Resulting from Group Brainstorming Below:

Trial Mission Statement 1:

To take action to ensure the financial health, academic excellence, and sustainability of Raices in achieving the school mission.

Trial Mission Statement 2:

To ensure the financial health, academic excellence, and sustainability of Raices in pursuit of achieving the school mission.

Trial Mission Statement 3:

To support and collaborate with staff to achieve school financial sustainability, student academic success, development of healthy communities, and successful life-long learners.

Board Assignment: Between now and our March meeting please look at these trial mission statements and come up with improvements, ideas, or revisions to be considered at the March meeting.

We the Raices Board Members and staff are committed to:

Tonya - The **success** of our **school, students and families**

Paul – **lifelong learning**

Holaya - Taking part in the **development of healthy communities** through the guidance of our children

Emma – supporting the development of **bilingualism of our students**

Addendum E

Ray – maintaining a safe facility for health and learning, providing [the children] a sense of identity and security in who they are [the students]

Angela – support and collaborate with staff

Jane – ensure financial stability for the school and academic success of our students

Lucia – cherish our essential mission and purpose of our school, outside running the school as a business – financial health and sustainability)