



# Raices del Saber Xinachtli Community School

## Governance Board Meeting Minutes

Date: January 28, 2021

Approved: February 25, 2021

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

*The Meeting was conducted via the Zoom Meeting Platform*

Time: 5:20 pm – 8:00 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		5:32 pm	
3	Paul Gutierrez	Treasurer	X			
4	Tonya Hall	Secretary	X			
5	Emma Armendáriz	Director at Large	X			
6	Daniel Ferraro	Director at Large	X			7:40 pm
7	Ray Reich	Director at Large	x		5:39 pm	

Upon determining the presence of a quorum, Board Chair Jane Asche called the meeting to order at 5:20pm.

Others in Attendance: Principal, Angela Stock; Lucia Carmona, Vicki Chavez, Laura Hoobler, Staff; Elizabeth Puckett, Branigan Library; Juanita Ribail, Staff; Regina, Staff; Carlos Aceves, Staff; Veronica Lucio, Concilio Chair; Melissa Brown, PED-CSD; Maria Navarro, CHI St. Joseph’s Children’s Visiting Program; Elva Varela, Staff; Veronica Lucio, Parent; Karen Chavez, Parent; Gladys Garcia, Parent; Karla Martinez, Parent; Guadalupe Hernandez, Parent;

1. Conflict of Interest Declaration – None Declared

2. Approval of Agenda – January 28, 2021

**Motion:** Paul Gutierrez moved that the Agenda for the meeting be approved as submitted. Second by Emma Armendáriz. Motion passed unanimously by those board members present at the recorded time (Jane Asche, Emma Armendáriz, Daniel Ferraro, Tonya Hall, Paul Gutierrez).

3. Approval of Minutes of Previous Meeting – December 17, 2020

**Motion:** Emma Armendáriz moved that the minutes for the December 17, 2020 Board Meeting be approved as submitted. Second by Paul Gutierrez. Motion was approved

unanimously by all in attendance at the recorded time (Jane Asche, Emma Armendáriz, Daniel Ferraro, Tonya Hall, Paul Gutierrez).

4. Public Input – During the Public Input session the following persons asked to speak about services that their organizations will be providing to Raices children and families.

- a. Maria Navarro – CHI St. Joseph children home visiting program was explained. The mission of this organization is to ensure children reach kinder with the health and family capacity they need to be successful. CHI serves the entire state so they are sharing with Raices families in the Concilio de Padres Meetings the specific health services they provide and how to access these services. CHI is currently doing telehealth appointments in place of home visits during the pandemic. Maria explained the health education curriculums they provide to families. Services are free to low-income families. The organization is headquartered in Albuquerque and has satellite offices in Las Cruces, Deming, and Ruidoso.
- b. Elizabeth Puckett – Branigan Library. She began with the question “What can the library do for us?” Do we want assistance with programming, curated digital assistance, story times, book clubs? Some services they provide are Book Bundles, digital library content, the Big Read Program starting at the end of this school year, and “Social Minutes”. More information can be found on the library website. Elizabeth Puckett’s contact information - Outreach and Marketing Librarian - Direct: 575-528-4012, Main: 575-528-4000, epuckett6794@las-cruces.org

*See Addendum A for the more details from the Two Speakers above.*

5. Consent Agenda – No items

6. Review of Authorizer Unique Correspondence – The Charter School Division staff have requested follow-up information from last year’s school site visit on December 3, 2019. The requested information is due February 8, 2021 in the Web-EPSS related to the Preliminary Performance Review Report for SY 2019-2020. This report came 13 months after the site visit on January 8, 2021 because of the backlog at the PED due to the COVID Pandemic. They are planning to do school visits this year either in person or online.

[Board Member Holaya Ponce Acosta arrived at 5:32 PM and Board Member Ray Reich arrived at 5:39 PM]

7. Principal’s Report – By Principal Angela Stock

Principal Stock provided a detailed review of school re-opening protocols and requirements as released from NM Department of Health this week on January 26<sup>th</sup> and shared with schools via the Governor’s announcement on January 27. Note that 6 feet separation of students and teachers is required, so our round group tables will not suffice.

*See Addendum B for a detailed account of the status of our safe school protocols and the COVID Safe Practices Walkthrough Form that must be in place with the PED/DOH before children may come back into the school building.*

Dona Aña County currently is a red county; therefore, we are testing 25% of staff every week for COVID. Our school will need to have an in-person site visit by PED before going to an in-person learning model of our choice and must sign an assurances document. The current plan is for Kinder students to begin going back in small groups of 7 starting February 16.

There will be a decision about tutoring as soon as possible, depending on conversations with staff. The date for bringing back 1<sup>st</sup> grade and 2<sup>nd</sup> grade is yet to be determined. The PED has supplied a re-opening policy, in-person walk through guide.

8. Concilio de Padres Report – By Veronica Lucio, Co-President, Concilio de Padres (Parents Council) & Lucia Carmona, Director of Operations and Community Engagement: Veronica Lucio explained how the elected officers of the Concilio de Padres are currently working on best ways for the school to communicate with parents. The officers are working to fill remaining Concilio positions. They plan to begin offering Concilio meetings by grade level. They are also working on registration for the upcoming school year and plan to help educate parents about the history of the school and the Xinachtli curriculum at next meeting on February 18.

Following Veronica’s report, Lucia Carmona made a detailed report on some of Raices highly successful Community School activities. *See Addendum C for updates on the Escuela de padres (Parents Learning Program), 1<sup>st</sup> teacher program, the parent classes completed for learning Spanish and the plan to begin English classes soon, and detailed notes from the January Concilio Meeting and the Director of Operations and Community Engagement.*

9. Reports from Board Committees –
  - a. Finance and Audit Committees - By Paul Gutierrez and Business Manager Vicki Chavez
  - i. Discussion and possible action on Monthly financial reports as of the end of December 2020 to include Account Summary of Expenses, Account Summary of Revenue, Bank Reconciliation Report, Review of December 2020 Bank Statement, and Voucher by Warrant Report.

No variances or discrepancies in financial report were noted after a review of the summary report of the Finance Committee Chair Paul Gutierrez. *See Addendum D for the Summary Report.*

**Motion:** Emma Armendáriz moved that the Finance Report be approved as presented. Second by Holaya Ponce Acosta. Motion was approved unanimously by all seven Board Members who were present by this time.

- ii. Discussion and possible Action on Budget Adjustment Requests (BARs) to include 577-0000-2021-0015-IB, 577-0000-2021-0016-M, 577-000-20210017-M, 577-0000-2021- 0018-M.

**Motion:** Ray Reich moved to approve to approve BAR 577-0000-2021-0015IB. Second by Holaya Ponce Acosta. Motion passed unanimously.

**Motion:** Ray Reich moved to approve to approve 577-0000-2021-0016-M. Second by Emma Armendáriz. Motion passed unanimously.

**Motion:** Ray Reich moved to approve to approve 577-000-2021-0017-M. Second by Daniel Ferraro. Motion passed unanimously.

**Motion:** Emma Armendáriz moved to approve to approve 577-0000-2021-0018-M. Second by Ray Reich. Motion passed unanimously.

- b. Academic Performance Committee – By Tonya Hall and Principal Stock
  - i. Testing & Attendance Updates (*See addendum E*)
  - ii. COVID-19 Updates (explained thoroughly in the Principal Report) iii. Scope & Sequence Updates (Xinachtli, MLSS, Structured Literacy) *See Addendum E for Academic Performance Committee detailed Meeting minutes.*
  - iv. Xinachtli Report - Lesson on constructivism from Carlos Aceves. He explained that beginning with the whole, instead of the parts, is a traditional approach to learning. He demonstrated through an exercise, which the Board Members did before the meeting, the approach of starting with the parts and constructing the whole which leads to many more possibilities for creation and innovation. This is how the Xinachtli Curriculum approaches learning.
- c. Governance Board Development Committee – By Board Chair Jane Asche
  - i. The principal evaluation process was reviewed as a training for this board meeting. The Mid-Year Evaluation will be conducted during the month of February.
  - ii. Discussion of Board Recruitment for the 2022 School Year – This is being tabled to the February 25 meeting due to lack of time for the item.
  - iii. Discussion of the date for the end of year Board Retreat – This is being tabled to the February 25 meeting due to lack of time for the item.
  - iv. Discussion and possible action on brainstorming ideas for our Board Mission statement – The ideas generated in a past meeting were reviewed. Members will be sent this summary again in February.

**Action Item Requested of Board:** Bring improvements, ideas or revisions for possible mission statements to February meeting.

- d. Facilities Committee – By Ray Reich and Angela Stock

i. Angela reported that the MERV 13 filters have been purchased and will be installed in the main building HVAC system. Also iWave air purification units have been purchased for rooms in the portable. ii. Fred Mobley has now insured that the proper plans have been delivered to the Dona Aña County Permits Office and is hopeful that the school will

receive permission to finish work on the portable so it can be used for the second grade class. In the meantime, a wall has been installed between the

two kindergarten rooms so that the second grade teacher can use that room for her second graders until the portable is available.

10. Unfinished Business – None at this time.

11. New Business –

- a. Discussion and possible action on the Revised McKinney Vento Homeless Education Assistance and Dispute Resolution Policy – the revision in this policy as per the requests of the CSD were discussed. *See Addendum F for the revised policy.*

**Motion:** Ray Reich moved that the Homeless Education Assistance and Dispute Resolution Policy be approved as revised. Second by Paul Gutierrez. Motion was passed unanimously by those Board Members present (Emma Armendáriz, Holaya Ponce Acosta, Jane Asche, Paul Gutierrez, Tonya Hall, Ray Reich – Daniel Ferraro had to leave the meeting at 7:40 PM before the vote).

- b. Discussion and possible action on the 2021-2022 SY lottery enrollment form – Lucia Carmona presented the Lottery enrollment form for the spring enrollment lottery. *See Addendum G for the Lottery Form.*

**Motion:** Ray Reich motioned to approve the 2021-2022 SY Lottery Enrollment Form. Second by Holaya Ponce Acosta. Motion passed by unanimous approval by those members present (Emma Armendáriz, Holaya Ponce Acosta, Jane Asche, Paul Gutierrez, Tonya Hall, Ray Reich).

12. Agenda items for Next Meeting – - Approval of the annual OMA resolution

- Principal evaluation mid-year review discussion in closed meeting
- Charter school division final site visit report for 2019-2020 SY if available
- Recruitment of new board members
- Set date for annual meeting and board retreat in spring
- Discussion on Board mission statement

13. Date of the Next Governance Board Meeting – February 25, 2021, 5:15 PM via a virtual Zoom Meeting

Adjournment – Vote to adjourn by roll call voice vote at 8 pm.

**Motion:** Emma Armendáriz moved to adjourn the meeting at 8:00 PM. Second by Paul Gutierrez. Motion passed by unanimous approval.



Signature, Raíces Governance Board Secretary

2/25/2021

Date Approved

## Speakers at the January 28<sup>th</sup> Board Meeting

### Elizabeth Puckett, Branigan Library

We, unfortunately, are not doing any in-person events currently.

However, we can offer curated digital or print flyers on a specific topic, how to get a library card right now, New library resources, and how to do Grab and Go Services.

We can also offer live and prerecorded story times and activities for all ages.

Here is a bit more information about the services the library system is offering currently:

How to get a card right now -<https://www.las-cruces.org/FormCenter/Library-Forms-5/Library-Card-Application-Form-115>

Book Bundles and Teen Takeout Boxes are available for Grab and Go Service! This of them as a subscription box you do not have to pay for! <https://library.las-cruces.org/2411/Book-Bundles>

The Library is open for Grab and Go Service and Limited Computer lab use:

**Grab and Go** (Previously Curbside Pick-Up) **Hours: Monday - Saturday, 9:00 AM - 12:00 PM, and 1:00 PM to 4:00 PM.**

- **Step 1:** Use our [online catalog](#), or call (575) 528-4005, to place library materials on hold.
- **Step 2:** Wait for an email notification stating that your items are ready for pick-up.
- **Step 3:** Schedule a pick-up time [request online](#) or call (575) 528-4000. Please allow 30 minutes for the preparation of materials.
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- Grab and Go is located at the building entrance and is contactless and staff cannot accept returns. Return material in the Book Return is located at the side of the library. Masks are required during the Grab and Go service.
- **Computer Lab Hours: Monday - Friday, 10:00 AM - 4:00 PM; Saturday 10:00 AM - 3:45 PM**, call ahead (575) 528-4000, to see if there is a wait or if computers are available. Computer lab capacity has been further reduced to allow for greater social distancing. Masks are required inside the building. Patrons wishing to use the Computer Lab must have their temperature checked before entering the Lab.

Elizabeth Puckett

Outreach and Marketing Librarian

Direct: 575-528-4012, Main: 575-528-4000, [epuckett6794@las-cruces.org](mailto:epuckett6794@las-cruces.org)

Pronouns: she/her/hers

### **Maria R. Navarro**

Home Visitor Dona Ana County

Home Visiting and Case Management Services for First Time Families – Prenatal to children 3 years of age

Serving entire state of New Mexico

### **CHI St. Joseph's Children**

Cell # 915-704-5431

151 S. Walnut STE C-1

Las Cruces NM 88001

Office: 575.640.1818 Fax: 575.323.3725

[MariaNavarro@catholichealth.net](mailto:MariaNavarro@catholichealth.net)

## PED/DOH Re-Opening Protocols

Allowed to reopen on February 8, 2021 Why Now?

- Implementation of COVID Safe Practices (a COVID-Safe Task Force at Raices)
- Improved indoor air quality-MERV-13 filters for our main building and iWave system for the portables.
- Procurement and distribution of PPE
- Participating in rapid response reporting • PED has provided cost-free COVID-19 testing.
- PED has coordinated a vaccine rollout.

### Options

- Hybrid Model  
All schools- elementary through secondary are eligible to bring back students in the hybrid model. Districts and schools still maintain local control in determining if/when they will expand to hybrid. Hybrid allows schools to divide student population into at least two cohorts, bringing back up to 50% of the students at a time. In addition, the school must adhere to the COVID-safe practices outlined in the PED COVID-19 Toolkit.
- Remote with small groups  
For schools not ready to bring students into a full hybrid model, they may expand small group instruction to all grades-maintaining cohorts-with up to 50% of students participating at a time.
- Districts/schools < 100 students  
Districts and/or schools in all counties, who have fewer than 100 students participating in in-person learning (like Raices) are eligible to provide in-person instruction for all students elementary through secondary- in a 5:1 ratio. The groups do not have to be static.

### Requirements

1. COVID-safe practices (CSPs)
  - a. Masks available and utilized by all staff and students;
  - b. Classroom and common areas set up for 6ft social distancing with 50% student enrollment in place;
  - c. Cafeteria and congregate eating areas are set up for 6 ft social distancing and cohorts of student are not mixed;
  - d. Ample cleaning supplies and daily sanitization protocols in place (including hightouch areas, playgrounds, toys...);
  - e. Evacuation and dismissal plans that maintain 6ft social distancing;
  - f. Compliance with indoor air quality standards;
  - g. Proper personal protective equipment (PPE);
  - h. Isolation rooms for symptomatic individuals;
  - i. Protocols and signage for entry into building;



- j. Signage throughout the school site about prevention practices; and
  - k. Protocols for students exhibiting symptoms before entry.
2. Surveillance testing
- a. We must maintain strict adherence to COVID-safe practices, regardless of inperson model.
  - b. If a school experiences four rapid responses within a 14-day period, a school closure will be necessary; students and staff must remain in remote learning for 14 calendar days. After the 14 day period, the school may resume operations under the surveillance testing requirements applicable to the county designation in which it falls at the time of re-opening.
- Expansion of in-person learning site visits
  - Signed assurance document

### County Color Implications

Counties that shift from **red** to **yellow/green**

Those schools that were previously in a red zone but that are officially determined by the Epidemiology and Response Division to have moved into a yellow or green zone will be immediately eligible to begin operating according to the surveillance testing requirements outlined for yellow or green counties. Counties that shift from **green** /**yellow/red**

Schools operating in counties that were green or yellow but that shift into the red category may continue to operate in their current model. However, surveillance testing requirements will increase for schools in counties that shift from green or yellow into the red designation.



	Hand sanitizer that contains at least 60% alcohol is available across the school and ample cleaning supplies in place. Soap and supplies in bathrooms are ample with reliable running water.	
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**COVID Safe Practices Walkthrough Form**

	Sanitization protocols in place that address daily cleaning and disinfection with particular attention to frequently touched surfaces including both building, playground and buses.	<b>Addendum B Continued</b> Sanitization logs accesible and posted across the school site?
	School doors and windows are operable and other air filtration measures in place.	Air purifiers in place
	School ventilation systems are functional and meet standard.	MERV 10
	Evacuation plan in place that maintains 6 feet social distancing. Dismissal process in place that maintains social distancing.	
	Isolation rooms for symptomatic individuals in place and protocols for students exhibiting symptoms on buses in place.	
	Protocols and signage in place for entrance into the building including temperature other symptoms check.	
	Signage across the school site that includes expectations for prevention practices: frequently washing hands, avoiding touching eyes, nose, and mouth, wearing masks, staying 6 feet apart and direction of traffic.	Signage in multiple languages as appropriate?
	<b>General Notes</b>	

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**Parents/Guardians Council/Concilio de Padres/Madres/Tutores(as) School**  
**Year 2020-2021**

Structure and function of the Parent Council/Concilio de Padres/**Estructura y funcionamiento del Concilio**  
 Nominations or self-nominations/**Nominaciones o auto-nominaciones:**

This will be the new Concilio Executive Committee (CEC) for the 2020-2021 and 2021-2022 School Years/**Este será el nuevo Comité Ejecutivo del Concilio (CEC) para los años escolares del 2020-2021 y 2021-2022.**

- All parents at Raíces del Saber are members of the Concilio with voice and vote to regulate internal items of the Council/**Todos los padres madres y tutores(as) en Raíces del Saber son miembros(as) del Concilio con voz y voto para regular asuntos internos del Concilio.**
- The CEC - Parents/caregivers serve as volunteers on the CEC and can be either nominated or selfnominated to the following positions/**El CEC – Padres/Madres/Tutores(as) que servirán voluntariamente en el CEC y podrán ser ya sea nominados(as) o autonominados(as):**

These are the results and confirmations of the new CEC/**Estos son los resultados y confirmación del nuevo CEC:**

- Chair/**Presidenta** - Verónica Lucio
- Vice-Chair/**Vicepresidenta** - Karen Chávez
- Secretary/**Secreastaria** - Karla Martinez
- Co-Secretary/**Co-Secretaria** - Nahtasha Garza-Swindle
- Treasurer/**Tesorera** – Massiel Félix

Two parents representing each class/**Dos padres de familia representarán cada grado**

- Kindergarten Representatives/**Representantes de Kinder** - India Hernandez & Maria Rialzola

- 1<sup>st</sup> Representatives/**Representantes del 1er grado** - Ivonne Varela & Daniel Rivera
- 2<sup>nd</sup> Representatives/**Representantes del 2do grado** - Gerogina Badoni & Yvonne Lozoya
- A Raíces Board Member that will serve as Co-Chair selected by the School Board/**Un(a) miembro(a) electo(a) por la Mesa Directiva de la escuela servirá al lado de la Presidenta del CEC del Concilio Holaya Ponce-Acosta**
- A faculty liaison selected by the staff/ **Un enlace de parte de los(las) maestros(as) seleccionada(o) por el personal** – 2<sup>nd</sup> grade teacher Juanita Ribail
- Director of Operations and Community Engagement serves as staff to the CEC/**Directora de Operaciones y Enlace Comunitario servirá como apoyo administrativo y logístico al CEC** – Lucía Carmona

The Parent who was nominated last year to represent the Concilio at the Raíces Governance Board, Mr. Daniel Ferraro, will be continuing serving under that position following the terms and protocols of the Raíces Governance Board Bylaws. After his term, the Concilio will nominate another member.

**El padre de familia que fue nominado el año pasado para repeserar al Concilio en la Mesa Directiva de Raíces, el Sr. Daniel Ferraro, continuará sirviendo en esa posición siguiendo los términos y protocolos de el Reglamento Interior de la Mesa Directiva de Raíces. Después de su término, el Coincilio nominará a otro(a) miembro(a).**

Parents who accepted to serve on the following School Board Committees/**Padres/Madres/Tutores(as) que aceptaron servir en los siguientes comités:**

- a) Finance/**Finanzas** – Karen Chávez
- b) Audit/**Auditoría** - Karen Chávez
- c) Academic Performance/**Rendimiento Académico** - Yitzen Lizama-Ceh
- d) Facilities/**Instalaciones de la Escuela** - Pending
- e) Safety School/**Escuela Segura** - Pending
- f) Racial Equity/**Equidad Racial** – Georgina Badoni
- g) Community School/**Escuela Comunitaria** - Pending



## Concilio de Padres de Raíces del Saber/Parents Council Raíces Concilio Executive Committee (CEC) Roles and Responsibilities of the members of the CEC School Year 2020-2021

### **School Mission:**

Raíces del Saber Xinachtli Community School implements a developmentally appropriate and 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.

One of the most important groups in our school plan related to accomplishing our school mission is the Concilio de Padres (the Parents Council), hereafter referred to as the Concilio. The purpose, membership, functioning, structure, and roles and responsibilities of the Concilio are described in the following paragraphs.



## **What is the the Concilio de Padres/Parents Council of Raíces?**

Every Parent of a student enrolled in Raíces automatically becomes a member of the Concilio de Padres/Parents Council (Concilio). The Concilio acts in an advisory capacity to the Board. In addition, the Concilio addresses parent concerns, school needs, student growth, recruitment of students, and extracurricular activities. It serves as the major outlet to collect family feedback on important issues facing the Raíces community. However, there is a structure that helps to establish lines of communication with the School Governance Board, School Principal, staff, and faculty members of the school. It is comprised of volunteer parents that could be either nominated or self-nominated. This core group will function as an Executive Committee of the Concilio.

## **The Concilio Executive Committee (CEC)**

### **What Does the CEC Do?**

The role of the CEC is to become the liaison to develop a partnership between the Board, the parents, families, or caregivers of the students in order to achieve successful academic outcomes.

### **Roles and Responsibilities of the CEC:**

The CEC members are expected to fulfill the following roles and responsibilities:

- Meet monthly at the school site to discuss various ideas, opportunities, issues, and concerns.
- All CEC members will plan and convene the Concilio at least twice a year and serve as liaison between the Board and the Concilio.
- Produce periodic reports or updates of Concilio activities to the Governance Board.
- Make recommendations of a policy nature (such as curriculum, student confidentiality, dress code, safety school, etc.) which must be reviewed and approved by the Governance Board before being adopted.
- Advise and support the Board and the Principal on school programs, marketing, fundraising, public relations, cultural events, and community outreach.
- Contribute to the development of the Raíces long-range strategic plan.

- The faculty liaison reports to the CEC during the monthly meetings on activities, opportunities, and challenges at the School.
- The parent elected or self-appointed President of the CEC and the faculty liaison, together, take recommendations and concerns to the Principal and faculty/staff.

### **What Does the CEC' President Do?**

Provides leadership and direction, and acts as spokesperson for the CEC. The President also signs off on important documents on behalf of the CEC with input from the other members, helps decide what should be on the meeting agenda, and communicates regularly with principal and the Director of Operations and Community Engagement.

### **What Does the Secretary of the CEC' Do?**

The School Parent Council Secretary takes notes during all general and executive committee meetings, prepares minutes and distributes minutes at meetings. The Secretary is an elected or self-appointed member of the School Parent Council executive committee.

### **What Does the Treasurer of the CEC' Do?**

The Treasurer is responsible for keeping records of all funds raised by or allocated to the CEC. The Treasurer will prepare written reports regarding CEC financials and distribute to the CEC. The Treasurer is an elected member of the CEC.

### **Notes from Concilio Executive Committee (CEC)**

Monthly meeting,  
January 21, 2021 (Third Thursday of the month)

#### **Participants:**

**Staff:** Lucia Carmona, Issis Inzunza

**Raíces Governance Board-Co-Chair with the CEC:** Holaya Ponce-Acosta

**Faculty Liaison:** Juanita Ribail

#### **Concilio Executive Committee members**

**President:** Verónica Lucio

**Vice-President:** Karen Chávez

**Secretary:** Karla Martínez

**Co-Secretary:** Nahtasha Garza-Swindle

**Treasurer:** Massiel Félix (absent)

**Kindergarten Representatives:** Maria Rialzola, India Hernández

**1<sup>st</sup> Grade Representatives:** Ivonne Varela, Daniel Rivera

**2<sup>nd</sup> Grade Representatives:** Georgina Badoni, Ivonne Varela

**Next Meeting:** February 18, 2021, at 7:00 pm (via Zoom Meeting)

Outcomes	Who is responsible	Action items	Due date	Done
Concilio Executive Committee members receive Purpose, Roles, and Responsibilities for each position	Lucia	Send all related documents	Monday, January 25, 2021	
Schedule dates of meetings for parents per grade (Kinder, 1 <sup>st</sup> , and 2 <sup>nd</sup> ) each grade has their particular needs, it is important to hear as much as we can all voices from our parents. The goal is to have these meetings from each grade to collect input by the February 25 the next Governance Board meeting to provide a report. This meetings will continue periodically as needed.	Each Representatives per grade (see list with names above), Lucia will support on logistics to host these meetings	Representatives per grade will contact parents to pick dates of meetings that will be co-facilitated by Mrs. Veronica Lucio, CEC President, Grade Representative, and Lucia Carmona. Each teacher from respective grades will be required to participate in these meetings and the OST Coordinators	Wednesday 27, 2021	K- Feb 10 1 <sup>st</sup> – Feb 11 2 <sup>nd</sup> – Feb ?

<p>Prepare and implement a survey to address</p> <p>Prepare and implement a survey to address several questions from parents.</p> <ol style="list-style-type: none"> <li>1. Preference of communication</li> <li>2. Needs assessment.</li> <li>3. Preference of attending classes (only online, face to face as possible)</li> </ol>	<p>Lucia Carmona, OST Coordinators Elva Varela</p>	<p>Prepare the survey to be send it to parents</p>	<p>Survey will be ready to be distributed February 1st</p> <p>Data will be collected and analyzed by February 17 (before the Concilio'EC February's meeting)</p>	
<p>Escuela para padres will be promoted during each grade meetings</p>	<p>Lucia Carmona, Veronica Lucio</p>	<p>Have ready flyers and announcements</p>	<p>February 1<sup>st</sup></p>	
<p>Parents will receive orientation from Xinachtli components and guidance on how to support their child at home including vocabulary and routines</p>	<p>Lucia Carmona, Carlos Aceves</p>	<p>Coordinate with Carlos Aceves to prepare recordings and hands-on materials to be sending to parents</p>	<p>February 5<sup>th</sup></p>	

# Raíces del Saber Parent Council Monthly Virtual Meeting

January 21, 2021, 7:00 pm

## Agenda

1. Welcome and Salute/**Bienvenida y Saludo**  
**Español:** Me formaron-Mariposa-Colibrí-Aguila / Sabiduría-Fuerza-Belleza-Yo Soy  
**English:** Made me-Butterfly-Hummingbird-Eagle / Beauty-Strength-Wisdom-I am  
**Nahuatl:** Tehuan-Papalotl-Huitzilzil-Cuauhtli / Tlanimatitoytl-Chichahualiztli-Tazohtla-Nehuan
  
2. Updates by Mrs. Verónica Lucio, Chair of the Concilio Executive Committee /**Reporte por La Sra. Verónica Lucio, Presidenta del Comité Ejecutivo del Concilio**
  - Confirm the Concilio Executive Committee and members role / **Confirmación del Comité Ejecutivo del Concilio y las funciones de cada miembro**
  - Monthly meetings by each class representatives/**Reuniones mensuales por representantes de cada grado (revisar calendario)**
  - Reminder, Recommendation, encourage parents to participate / **Recordatorio, Recomendación, Animación a los padres de familia a participar**
  - Exploring best ways of communication between parents (communication from parent to parent) create a committee for this/**Explorar mejores formas de comunicación entre los papás (comunicación de padres a padres) crear un comité para este propósito**
  
3. Updates from Mrs. Angela Stock, Principal/**Reporte por la Señora Angela Stock, la directora**
  - Academic Committee/**Comité para asuntos académicos** - Tutoring/**Tutoría**
  - Covid Task Force/**Comité Fuerza de Tarea para el Covid**
  - Re-entry Plan/**Plan para Re-entrar**
  - EBT Card/**Tarjetas EBT (Tarjeta para Transferencia de Beneficios)**
  
4. Updates by Lucia Carmona, Director of Operations and Community Engagement/**Reporte por Lucia en Operaciones y Conexión Comunitaria**
  - School for Parents-Guardians/**Escuela para Padres, Madres, y Tutor@s**
    - First Teacher program/**Programa del 1er Maestro**
    - Nutrition, Ancestral Kitchen, and backyard gardening “pláticas”/ **Pláticas de nutrición, cocina ancestral, y siembra en el patio**

- Basic English 10 sessions course/ **Curso de 10 sesiones de Inglés Básico**
  - Basic Spanish 10 sessions course/ **Curso de 10 sesiones de Español Básico**
- Open Lottery Enrollment for the following school calendar 2021-2022 from January 19, 2021 to March 31, 2021/**Ya están abiertas las inscripciones para la lotería para el siguiente año escolar 2021-2022/Lotería termina el 31 de Marzo, 2021**
  - Community School and the Partnership/**Escuela Comunitaria y sus colaboradores**
    - Counseling Services/**Servicios de Consejería Casa de Mi Alma, Inc.**
    - Nurse Mr. Teofilo Carrasco BSN./Enfermero Registrado, Teofilo Carrasco
  - Culture of the School, Mention about the 4<sup>th</sup> pillars/**Cultura de la escuela, mencionar sobre los 4 pilares**
5. Dialoge/Dialogo/**Tlahtocan**
6. Next Monthly Meeting (February 18)/**Siguiente Reunión Mensual (Febrero 18 at 7:00 pm)**  
Some topics for next meeting:
7. Closing and remarks to leave with a positive thought either personal or about the school/**Comentarios Finales para cerrar con un pensamiento positivo ya sea personal o sobre la escuela**
- Each participant will say their name and mention something positive personal or about the school/**Cada participante dirá su nombre y algo positivo personal o sobre la escuela**



Art by Kayla Martinez, OST Coordinator at Raíces del Saber Xinachtli Community School

### **Lucia Carmona's Community Engagement Report January**

28, 2021

1. Coordinated efforts to present a tutoring plan face to face with OST-IEC team. Tentative date to start bringing students in small groups, February 16, 2021.
2. Working with parents to consolidate the Concilio de Padres (Concilio) structure.
  - Established the Concilio Executive Committee
  - Help to develop purpose, structure, roles, and responsibilities of the Concilio (see attachment)
  - Established a Monthly meetings calendar (every 3<sup>rd</sup> Thursday of the month at 7:00 pm)
  - Parents will have regular meetings in their own cohorts per grade, meetings will be facilitated by Mrs. Veronica Lucio and Lucia Carmona to improve level of engagement and collaboration.

3. Finalizing McKinney Vento mandatory training (see certificate of accomplishment (101 training) I expect to have ready all sessions done by no later than Thursday, Jan 28.
4. Update website by the end of January: will be uploaded Raíces GB By Laws and School Policies and Procedures
5. Lucia attended several webinars and workshops related to Health and Wellbeing related to our students, families, and staff, such as: NM SEL framework, Attendance workshop, McKinney Vento, and ECHO-Community School Framework.
6. Preparing enrollment process for our next school year of 2021-2022, including: - Lottery Enrollment form
  - Updating Registration Packet
  - Preparing promotional materials
7. Our Escuela para Padres (School for Parents) is moving forward.
  - 1<sup>st</sup> Teacher (Children's Reading Alliance) were successfully implemented in collaboration with Raíces. Over 6 weeks, Instructors delivered virtually six weeks of classes with the participation of 38 participants in the English classes and 23 in the Spanish classes. Each participant received a set of educational materials including bilingual books to read with their children. (see attachment with some images)
  - La Semilla Food Center started in January 4<sup>th</sup> a six-week workshop, "Utilizing Ancestral Knowledge in Cooking, Nutrition, and Backyard Gardening Platicas" they are in the 3<sup>rd</sup> week having an overwhelming participation of over 30 in the English class and close to 40 in the Spanish class.
8. We are preparing the process to start providing Social Emotional support to our students and families. Counseling Services by Casa de Mi Alma, Inc directed by Alma de la O, is ready to provide individual, family, and group therapy starting at age five. Also, will focus on a holistic approach to counseling, treating physical, mental, emotional, and spiritual needs.
9. We received a donation before the end of the year.
  - RECE Indigenous Early Childhood Educators organization, decided to donate to our school a check on the amount of \$2,000. After I participated in November 2019 as one of the presenters to talk about our school Raíces del Saber at their conference hosted at NMSU



- A personal friend from Florida donated \$100
  - We need to prepare a standard thank you note to have it ready to send when we receive these kind of donations (Lucia will work on a draft)
10. Through Cruces Creatives and the HAZLO Mentoring Foundation, our OST Coordinators are preparing an application for funds to participate in a program “A Paint-by-Numbers Participatory Mural at Raíces del Saber Xinachtli Community School.” Lucia will provide further details when it’s done.
11. Lucia will be part of a panel presentation on January 29, 2021 at 10:00 am as part of the American Roundtable report, *Diverse Peoples, Arid Landscapes, and the Built Environment*.

Zoom meeting link:

[https://us02web.zoom.us/webinar/register/WN\\_L\\_qdD3AmRbi2DRGfcX3rAA](https://us02web.zoom.us/webinar/register/WN_L_qdD3AmRbi2DRGfcX3rAA)

Website:

<https://archleague.org/event/nmevent/>

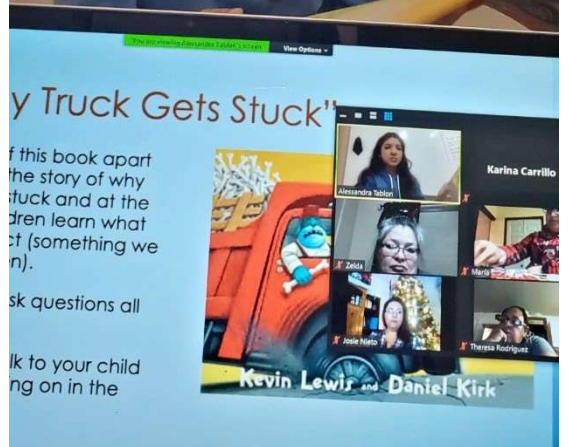
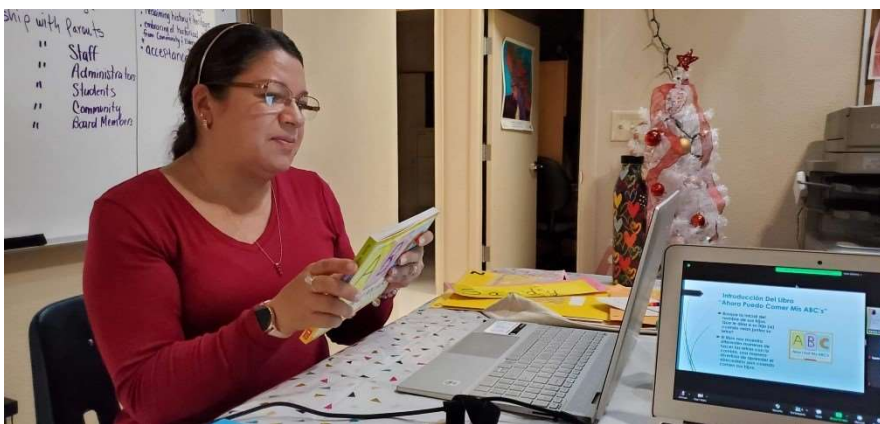


CHILDREN'S READING ALLIANCE 1<sup>ST</sup> TEACHER PROGRAM

Raíces del Saber Xinachtli Community School



Between November 6<sup>th</sup> through December 21, 2020, The 1<sup>st</sup> Teacher Program, presented by the Children's Reading Alliance, were successfully implemented in collaboration with Raíces. Over 6 weeks, Instructors delivered virtually six weeks of classes, with 38 participants in the English classes and 23 in the Spanish classes. Each participant received a set of educational materials including bilingual books to read with their children.





Parents and staff members from Raíces took advantage of this wonderful program, including other community members as well.





ADDENDUM D

# Raices Del Saber Xinachtli Community School

## Monthly Finance Review and Report to the Governance Council

Fiscal Year: 2020-2021

Month in review: December 2020

Date: January 19, 2021

Time: 3:00 pm

### Members present:

Paul Gutierrez Jane Asche; Vicki Chavez, SWREC; Angela Stock; Priscilla Cabral, SWREC; Elva Varela;  
Karen Chavez

Initials	Notes on Item(s) Reviewed
	Bank Reconciliations and Bank Statements Bank reconciliation to bank statement reported no difference. Total cash balance is \$188,777.54 before out standings of \$8,037.29, Actual \$180,740.25 Matches bank statement.
	Cash Report Total Ending cash balance \$16,559.87 Cash report reconciled without any issues. Two Voided Items; Best Buy and Walmart
	Revenue and Expense Reports Total revenue received = \$284,286.86 Total expenses = \$254,915.91 Note; does not include maintenance bars that will be approved by board in January 2020
	Check Voucher Report and Check Review Total checks written for the month \$39,460
	Budget Adjustment Requests (BARs) BAR -577-000-2021-0017M Maintenance Bar: BAR -577-000-2021-0018-M Maintenance Bar: BAR -577-000-2021-0015-IB
	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.

Paul H. Gutierrez

1/19/2021

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Finance Committee Chair Signature

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Date

ADDENDUM E

Raices del Saber Xinachtli Community School  
Monthly Academic Committee Meeting and Report to the Governance Council

Month in Review: December 2020

Date: January 20, 2021

Time: 5:00 pm – 6:45 pm

### Attendees

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

Topic	Notes	Actions
Testing Data	<ul style="list-style-type: none"><li>□ iStation Challenges (PED requested another waiver for state testing which includes iStation)</li><li>□ Waiver could impact Dual Language schools differently – ACCESS Testing</li></ul>	<ul style="list-style-type: none"><li>□ ACCESS Testing (Feb) (Speaking, Listening, Reading, Writing) – Angela researching how this would be implemented at our school. Only given to students who have an L status – need to score a 5 or better to remove ACCESS testing requirement.</li></ul>

<p>COVID – 19 Data</p>	<ul style="list-style-type: none"> <li>• Have all PPE, Merv-13 filters</li> <li>• Dr. Phillips looking to provide iWave for portables</li> <li>• Covid Task Force – Fred M, Angela, Isis?, Elva, Tonya, parent?</li> <li>• Not a lot of pressure from PED on Safe Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Validate Covid Task Force – Lucia (parent), Angela (Isis)</li> <li>• Covid Task Force – start week of 2/8</li> <li>• Safe Schools Review 3<sup>rd</sup> week of Feb – ask Jane</li> </ul>
<p>Attendance Data – PED Report</p>	<ul style="list-style-type: none"> <li>• 80<sup>th</sup> day – K 96%, 1<sup>st</sup> 95%, 2<sup>nd</sup> 83%. School Total 92%</li> <li>• Attendance Letters sent out</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Review Attendance Requirements (students who are able to log-in vs students who watch recordings)</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1<sup>st</sup> &amp; 2<sup>nd</sup> grade teachers questioning what kind of mastery students should be achieving in Xinachtli</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create more specific measures for Xinachtli classes – teachers</li> </ul>



<p>Scope &amp; Sequence</p>	<ul style="list-style-type: none"> <li>□ Foundational Skills – 1<sup>st</sup> &amp; 2<sup>nd</sup> grades reporting challenges.</li> <li>□ New curriculum started. Staff reporting improvements in planning. Requesting more dual language materials.</li> <li>□ Staff requesting how to embed Xinachtli concepts into Math &amp; Reading</li> <li>□ MLSS – multilayer system of support. Taking the place of RTI (response to intervention) starting next school year. Expect high quality core instruction and interventions in the classroom (especially regarding Language and Math) and positive school culture and climate (SEL)</li> <li>□ Structured Literacy – moving from balanced literacy. PED through the REC providing training opportunities. More opportunities available</li> <li>□</li> </ul>	<ul style="list-style-type: none"> <li>□ Staff to review Xinachtli and integrate into lesson planning, &amp; plan interventions (will use 1/29 and 2/5 development days)</li> <li>□ Create implementation plan for MLSS. Need data driven instruction, and data informed decision making. Need to bring data together from all pillars. PED will be visiting schools at the end of the 20-21 school year to evaluate plans to implement MLSS (iStation will be reviewed) – Angela to inform staff – Teachers and Lucia will develop for classroom. Staff</li> <li>□ encouraged to attend Structured Literacy professional development. Raices has additional opportunities because of our involvement with</li> <li>□ REC Teachers to begin providing parents with objectives so parents can better support</li> </ul>
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Xinachtli Report/website updates	<input type="checkbox"/> OST coordinators have a plan for bringing students back in small groups. Schedule uncertain due to AmeriCorps service	<input type="checkbox"/> Plan for OST in review in review due to AmeriCorps schedules. – OST coordinators <input type="checkbox"/> Website updates in relation to newsletters
	<input type="checkbox"/> provider schedules. SPED groups returned 1/11 (per PED permission). K-small groups will come back 2/15. Online tutoring started back up 1/19. Support SEAL learning of other subjects – discussed in Scope & Sequence & Attendance. OST Teachers doing Xinachtli lessons during language classes each week.	and announcements still in work.
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

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.

**Tonya Hall**

1/20/2021

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Academic Committee Chair Signature

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Date

(Revised 01-15-2020: Approved by the Raíces Governance Board 01/28/2021)

## Homeless Education Assistance Policy and Dispute Resolution Procedures

**Purpose:** *This policy has been developed to ensure that Raíces serves the needs of the children that suffer from the consequences of homelessness in the Las Cruces Area. It is based on compliance with the federal McKinney Vento Education for Homeless Children and Youth Act and the NM Educational Stability Guidelines for Students Experiencing Homelessness as revised in 2017 to comply with the McKinney Vento Act.*

**Policy:** Raíces del Saber Xinachtli Community School will fully support the educational needs of children experiencing homeless who are enrolled in our school. The School will support the provisions for homeless children as specified under the Every Child Succeeds Act (ESSA) [42 U.S.C. § 11432(g) (3) (E)], the NM Statutes Annotated (Section 22-12-10(A)(1) NMSA 1978) and the New Mexico Code (NMAC 6.10.3.8-10). We will address the challenges that children and youth experiencing homelessness have faced in enrolling, attending, and succeeding in school. Following are definitions of relevance to this policy and ten categories of school stability provisions that must be offered to children experiencing homelessness.

### Relevant Definitions

*“Student who has experienced disruptions in the student’s education”* means a student who experiences one or more changes in school or school district during a single school year as a result of homelessness as defined in the federal McKinney Vento Homeless Assistance Act and as determined by the school [Section 22-12-10(A)(1) NMSA 1978.]

*“Homeless Children and Youth”* - the McKinney Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes

- Children and youth who are:
  - ✓ sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
  - ✓ are living in motels, hotels, trailer parks; or camping grounds due to the lack of alternative adequate accommodations;
  - ✓ are living in emergency or transitional shelters; or ✓ are abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory Children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

### ESSA and NMSA Stability Provisions Required by McKinney Vento Act and the NM PED

1. *Immediate Enrollment of Student Experiencing Homelessness in School of Their Choice* - Children or youth experiencing homelessness must be immediately enrolled in the school in which enrollment is sought, whether it be the school of origin, or the school in the attendance area, regardless if they are missing school records, proof of residency, immunization and other health records, lack of a parent or legal guardian or have unpaid fees. Immediate enrollment includes

attending classes and participating fully in school activities, including extracurricular activities. Students experiencing homelessness are to be directly certified for free school meals for the entire school year. If a dispute arises over school selection or enrollment in Raíces, the child or youth shall be immediately admitted to our school if enrollment is sought, pending resolution of the dispute and must be immediately referred to the McKinney Vento Homelessness Liaison. In the case of an unaccompanied youth, the Homelessness Liaison shall ensure that the youth is immediately enrolled in school, even if there is a pending resolution of dispute. The dispute resolution process is described in detail in the Raíces's *Homelessness Youth Complaint and Rights Policy and Procedures*.

Parents, guardians, advocates, or unaccompanied students experiencing homelessness will fill out the same enrollment package forms as required for all other students, with the understanding that the parent, guardian, advocate or unaccompanied student may not have all the needed information initially as discussed in the stability provisions below. The Raíces School Homelessness Liaison will assist in the acquisition of as much of the information as possible, as soon as possible, and the student can immediately began attending school.

2. *School Selection and Best Interest* - To ensure the stability of students experiencing homelessness, Raíces must make school placement decisions on the basis of the "best interest" of the student based on student-centered factors. (Section 722(g)(3)(B)). Using this standard, Raíces must:
  - Continue the student's education for the duration of the homelessness when a family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed; or
  - Help enroll the student in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend. (Section 722(g)(3)(A))

When determining the student experiencing homelessness best interest, Raíces must consider the following factors:

- Request of the student's parent or guardian or unaccompanied youth
  - Impact of the mobility on student achievement
  - Education
  - Health
  - Safety
  - Placement of siblings
1. *Participation and Removal of Barriers* - Raíces has an obligation to remove barriers to enrollment and retention of the student experiencing homelessness. (See sections 721(2), 722(g)(1)(I)). A school selected on the basis of the student's best interest must enroll the student immediately even if the student is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other healthrelated records, proof of residency, proof of guardianship, birth certificates of other documents), has missed application or enrollment deadlines during the period of homelessness, or has outstanding fees.
  2. *School Records, Vaccinations and Immunizations* - Pursuant to the McKinney Vento Homeless Assistance Act (42 USC § 11432(g)(3)(C)), children experiencing homelessness must be able to

enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. In accordance with 7.5.3.10 of the NMAC, if the child needs to obtain immunizations, or medical or immunization records, Raíces must immediately refer the parent or guardian of the child or youth to the designated Raíces McKinney Vento Homelessness Liaison, who must assist in obtaining necessary immunizations, or immunization and medical records.

3. *Transfer of Records* - When students who have experienced disruption in their education, including children and youth experiencing homelessness, transfer to our school, the McKinney Vento Homelessness Liaison shall communicate with the sending school within two days of the student's enrollment. The sending school or school district shall provide the Raíces with any records within two days of having received Raíces's communication. 22-12-10(B) NMSA, 1978.
4. *Remedial Programs* - Indigent identification and guidelines, Section N of 6.29.1.9 of the NMAC
  - (1) A student who has been deemed eligible for free or reduced-price school meals, or a student who has been identified by the children, youth and families department as being in the custody of the state, shall be deemed indigent for the purposes of remediation programs and damage of instructional materials, as discussed in Sections 22-2C-6 and 22-15-10 NMSA 1978.
  - (2) A parent or guardian of a student who has not applied for free or reduced-price school meal shall be notified in writing by the Raíces Governance Board of the availability of remediation at no charge upon an eligibility determination for free or reduced-price school meals. This includes students experiencing homelessness since the students are categorically eligible for free school meals.
5. *Transportation* - Raíces must adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or, in the case of an unaccompanied youth), to and from school in accordance with the following requirements:
  - If the child or youth continues to live in the area served by Raíces in which the school of origin is located, that local education agency (Las Cruces Public Schools- LCPS) must provide or arrange for the child's transportation to or from the school of origin to Raíces. (Section 722(g)(1)(J)(iii)(I)). Transportation must be arranged promptly to ensure immediate enrollment and so as not to create barriers to students experiencing homelessness attendance, retention, and success. (Sections 721(2), 722(g)(1)(I)).
  - Under federal law if the child continues his or her education in the school of origin but begins living in an area served by Raíces, the LCPS School of origin and Raíces in which the child experiencing homelessness is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. Although Raíces is a public charter school, it does not have a specific area which it is assigned to serve. It is open to any student in Doña Ana County. If the child remains in the LCPS School of origin, LCPS will already have a plan to provide transportation. (Section 722(g)(1)(J)(iii)(II)).
6. *Direct Certification for Free School Meals* - Students experiencing homelessness are categorically eligible for free meals as part of the United States Department of Agriculture's (USDA's) Community Eligibility Provision (CEP). When a student experiencing homelessness enrolls in

Raíces, the school's principal or designee (McKinney Vento Homelessness Liaison) shall notify the school food authority (SFA) director within one school day. The SFA director will directly certify the student for free school meals. The SFA director will notify the Raíces's Student Teacher Accountability Reporting System (STARS) coordinator to update the student's demographics and enter them as categorically eligible

7. **Process for Resolving Disputes** - If the Raíces Principal for any reason should decide that the student is not eligible to attend Raíces as a child experiencing homelessness, the student must be enrolled immediately and the parent/guardian, representative or unaccompanied child will be assisted by the McKinney Vento Homelessness Liaison to begin a dispute/complaint process, which can be resolved by moving through three levels of the complaint process: Level 1 - an informal resolution at the school level; Level 2 - if that decision is adverse to the student, it can be taken to the School Governance Board; or Level 3 - if that appeal is resolved in a way adverse to the student, it can be appealed at the state level with the State Coordinator of Education for Homeless Children and Youth (ECHY). [See Raíces Homeless Youth Complaint Policy, Procedures, and Notice of Rights which provides detailed information on procedures to appeal a dispute at all three levels of recourse on **pages 6-12**.]
8. **Notice of Parental/Guardian and Student Rights** - Parents, Guardians, and those individuals or organizations who represent children and youth experiencing homelessness, must be informed in writing of the student's rights with regard to the following: Immediate enrollment and eligibility, school selection in best interest of the student, full participation in school activities and removal of barriers to success, school enrollment without records of vaccinations, immunizations, and academic records, assistance with arrangements for transfer of records, access to remedial programs, transportation, direct certification for free meals, and the process for dispute resolution [See **page 7**].

Refer to Raíces *Homeless Youth Complaint Policy, Procedures, and Notice of Rights* for detailed information on the procedures for notifying the parents, guardians and students of children experiencing homelessness of their rights.

### **Procedures for Enrolling Children Experiencing Homelessness**

1. When parents/guardians, individual or organizational representatives, or unaccompanied youth who are experiencing homeless come to the school to enroll a student, they will be directed to the office manager.
2. The office manager will collect the following information on an initial intake form:
  - Student name, age, birthdate and most recent school attended;
  - contact information for the parent/guardian, or representative who is bringing the child to enroll; and
  - Information about any problems they may be having in getting the student enrolled in school.
3. The office manager will provide the parent/guardian, representative or student with a written notice of the student's rights and information on who to contact if there is a dispute regarding the provision of services to the student.
4. If it becomes apparent through the process of filling out enrollment information that a student is experiencing homelessness, the Office manager will set up an appointment with the McKinney

Vento Homeless Liaison within the day. The Liaison will ensure that all ten stability provisions enumerated in this policy are carried out on behalf of the student and that the parent/guardian, student or student's representative are assisted with any disputes for which they want to file an appeal.

See page 6 for an additional intake form that will be filled out by the McKinney Vento Liaison once the enrollment package has been provided by the office manager and it is known that the student is experiencing homelessness. *This will be filled out to ensure the school is providing all information due the parent, guardian, advocate or unaccompanied student and that any concerns are being addressed immediately.*

See page 7 and 8 for information that will be supplied to the parent/guardian, representative or unaccompanied student about student rights and assistance with a dispute process if a qualified homelessness student is not receiving all services that are to be provided by law.

**Initial Form for Registering a Dispute or Grievance for Student Experiencing Homelessness**

<p><b>Student Information:</b> Name: _____ Age: _____ Birthdate: _____ School student was most recently enrolled in: _____</p>
<p><b>Student Parent/guardian, or Representative Contact Information:</b>  Check the Appropriate Box <input type="checkbox"/> Parent    <input type="checkbox"/> Guardian    <input type="checkbox"/> Representative/Advocate  If representative, please state organizational affiliation: _____  Name: _____ Phone: _____ Email or Address: _____</p>

In what ways have you experienced any problems with the enrollment process or needed services?

What are your concerns at the moment?

Please check the box if you were given a copy of the parent/guardian, student rights.

Please check the box if the you were given written information for contact persons to assist you in resolving a dispute.

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of parent/guardian, representative, or unaccompanied child

### **Statement of Student Rights for Students Experiencing Homelessness**

These rights below are guaranteed in public schools at the local level by the New Mexico Department of Education (NM PED) in compliance with the federal McKinney-Vento Homeless Assistance Act.

As a parent or guardian of a child who qualifies as a homeless student, you have the following rights with regard to educational services and the resolution of a dispute if Raíces has refused to enroll your child or an unaccompanied child or not provided all the educational services guaranteed to the student:

#### Rights of Students Who Meet the Definition of Experiencing Homelessness:

- Right of the child to be enrolled immediately in Raíces even while the resolution of a dispute is being investigated;
- Right to school selection that is in the best interest of the student;
- Right to full participation on school activities and assistance in removing barriers;
- Right to school enrollment immediately even if academic records and records of vaccinations are not available;
- Right to assistance in the transfer of records;
- Right to immediate enrollment of the student includes receiving adequate and appropriate transportation (Raíces will not have transportation for any students the first year of operation, but under the McKinney-Vento Act regulations should be able to arrange transportation through the Las Cruces Public School District for your child who is experiencing homelessness during the school's first year of operation);

- Right to participate in remediation programs
- Right to immediate access to free school meals
- Right to file a complaint, raise a complaint issue, or file an appeal.
- Right to provide written or oral documentation to support your position.
- Right to translators, interpreters, or other support services to help with the dispute process, which will be made available without charge.
- Right to provision of timelines for resolving local and state-level appeals to resolve disputes:

Ask the office manager at Raíces to supply the handout with the contact information for the Raíces McKinney Vento Liaison, the Principal, the Governance Board, and the Public Education Department's State Coordinator of Education for Homeless Children and Youth. This handout describes the role of these persons at the local and state level in assisting you in the complaint/dispute process. The office manager can also provide you with a full description of the dispute process. If you file a dispute, the McKinney Vento Liaison will assist you in the process.

### **Information on Key Persons to Assist You in the Dispute Process**

#### Level 1: School Level of Appeal

##### *Step 1:*

*Raíces Certified McKinney Vento Liaison*

Phone: 575-522-0539, Office Manager will give you the direct contact information

Office: Raíces del Saber Xinachtli Community School

2211 North Valley Drive, Las Cruces, NM

Role: This liaison will ask you to explain your complaint or dispute and assist you in filling out the form to ask for an informal hearing so that the school might change its position on serving the needs of your child or you (in the case of an unaccompanied student). The Liaison will discuss your complaint with the school Principal and may also arrange an interview with the principal if you so desire.

##### *Step 2:*

The Principal will make a decision about your complaint or dispute and provide you with a written decision about your complaint within 48 hours of the filing of your complaint that explains why that decision was made. If this decision does not satisfy you, the Liaison will assist you in appealing your case to the Raíces Governance Board Chair.

#### Level 2: Governance Board Level of Appeal

Governance Board Chair

McKinney-Vinto Liaison will give you the contact information

Address: Raíces del Saber Xinachtli Community School, 2211 North Valley Drive, Las Cruces, NM



Role: The Governance Board Chair will refer your grievance to the Raíces School Governance Board to review the decision of the Homelessness School Liaison and the Principal and then make their own decision regarding the complaint within 31 days. If the Board decision does not satisfy you, the McKinney Vento Liaison will assist you within 24 hours in filing a complaint for a next level of appeal to the NM Public Education Department School Coordinator for Homeless Children and Youth.

### Level 3: State Level of Appeal

PED State Coordinator of Education for Homeless Children and Youth  
Phone: 505-827-1810 Address:  
New Mexico Public Education Department  
Student Success and Wellness Bureau  
McKinney Vento State Director  
120 South Federal Place, Room 206  
Santa Fe, NM 87501 (See page 9 for Role of the State Coordinator)

Role: The Coordinator at the State level of the dispute appeals process will ensure that your dispute filings at the state level are carefully and lawfully reviewed and that the response to the filing ensures that parents, guardians and students, who qualify under the McKinney Vento Act as homeless, receive all education services to which they are entitled. The Coordinator will review all the data and information that her staff compiles about your filing and see that the final decisions in a dispute appeal at the state level are justified and correct. The Coordinator's office will inform the school Principal about any corrective action that the school must take to fully serve the child whether the case is filed by a parent, guardian, advocate for the student, or an unaccompanied student. See a copy of the dispute form on pages 10-12. The McKinney Vento Liaison will help you download the most current version of this form from the website of the NMPED Student Success and Wellness Bureau.

**New Mexico Public Education Department  
Students Experiencing Homelessness or Unaccompanied Youth Dispute Resolution Form**

*(This form will be used for the dispute resolution process for students experiencing homelessness or unaccompanied youth in regards to eligibility, school selection, enrollment or transportation.)*

Note: State Charter Schools with unresolved disputes shall forward this form along with the State Charter School's written explanation of the school's decision to the Public Education Department's homeless liaison within five calendar days of the LEA's final decision. The filing of these documents shall be deemed to satisfy the requirements of paragraphs 1 through 4 of Subsection A of 6.10.3.8 NMAC.

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Date: \_\_\_\_\_

**Please complete all information and mail to:**

New Mexico Public Education Department  
Student Success and Wellness Bureau  
Mc-Kinney Vento State Director  
120 South Federal Place, Room 206  
Santa Fe, NM 87501

**I. School District or State Charter School Information:**

- a. School district or state charter school serving the student: <sup>McKinney Vento Liaison</sup> Raices del Saber Xinachtli Community School, (state charter )
- b. Name of the school district or state charter school point of contact for students experiencing homelessness:  
    — Angela Stock, School Principal \_\_\_\_\_
- c. Name of the school where the student is currently enrolled or has been enrolled most recently:  
    \_\_\_\_\_
- d. Other district and/or school staff who have been made aware of the dispute

Name	Phone	Email
Name	Phone	Email
Name	Phone	Email

**II. Information Regarding the Person(s) Requesting Dispute Resolution :**

- a. Person(s) Name(s): \_\_\_\_\_
- b. Relationship to Student:  
    \_\_\_ I am the unaccompanied youth  
    \_\_\_ Parent  
    \_\_\_ Advocate  
    Other: \_\_\_\_\_
- c. Address (or available contact information):  
    \_\_\_\_\_  
    \_\_\_\_\_

d. Phone number(s):

Home \_\_\_\_\_ Work \_\_\_\_\_

Cell \_\_\_\_\_ Email: \_\_\_\_\_

**III. Student Information**

If the dispute is regarding a student experiencing homelessness or unaccompanied youth, please provide the following information:

a. Student's Full Name: \_\_\_\_\_

b. Student's Date of Birth: \_\_\_\_\_

c. Student's Address (or available contact information):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. School Student Currently Attends: \_\_\_\_\_

**IV. Representative Information (optional)**

a. Are you using another personnel to assist you in resolving this dispute:

Attorney \_\_\_\_\_ Other Representative \_\_\_\_\_

b. If using any of the above, please identify:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone number(s):

Work \_\_\_\_\_

Cell \_\_\_\_\_ Fax \_\_\_\_\_

**V. Details Concerning the Dispute:**

a. Is this dispute in reference to:

- \_\_\_\_\_ Eligibility
- \_\_\_\_\_ School Selection
- \_\_\_\_\_ Enrollment in school of origin
- \_\_\_\_\_ Transportation
- \_\_\_\_\_ Other

b. Which school, school district, department, agency or consortium of agencies is the dispute with?

\_\_\_\_\_

- c. Please describe the dispute with the school district or state charter. (Who? What? Where? Why?) **Attach any documents that support your position.**

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**VI. Efforts Made to Resolve the Dispute**

Outcome of efforts made at the local level to resolve the dispute: Describe the attempts that have been made by the District/Charter School to resolve the dispute. Attach documentation including meeting minutes, emails, phone calls, etc.

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**VII. Proposed Resolution**

Describe a proposed resolution(s) to the dispute to the extent known:

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**VIII. Signature and Date:**

\_\_\_\_\_  
Signature of Party or Designated Representative

\_\_\_\_\_  
Date



# RAICES DEL SABER XINACHTLI COMMUNITY SCHOOL

**ADDENDUM G**

## 2021-2022 LOTTERY APPLICATION

*Raíces Del Saber is a free public charter school open to any student residing in New Mexico, Kindergarten, 1<sup>st</sup>, & 2<sup>nd</sup>, and 3<sup>rd</sup> grade openings. **\*Please note, a kindergarten student entering school in 2021-2022 in a New Mexico Public School must be five [5] years old before September 1st, 2021.***

Student's Last Name:	Student's First Name:
Student's Birth Year:	Current Grade:
What Grade Level will your Student be in the 2021-2022 school year? <i>CIRCLE ONE:</i> <b>K</b> <b>1<sup>st</sup></b> <b>2<sup>nd</sup></b> <b>3<sup>rd</sup></b>	
Parent/Guardian Name:	
Are you a resident of New Mexico? <i>CIRCLE ONE:</i> <b>Yes</b> <b>No</b>	
Parent/Guardian Primary Phone #:	Secondary Phone #:
Email Address:	
Are Siblings Applying? <i>CIRCLE ONE:</i> <b>Yes</b> <b>No</b>	Name and Grade of Sibling:
Parent/Guardian Signature:	

**APPLICATION** > We will accept applications for enrollment up until March 31, 2021 for the 2021-2022 school year. There will be **1st** ; one for **2<sup>nd</sup>** , and one for **3<sup>rd</sup>**

**DEADLINE**                      capacity of 20 students per classroom. (two classrooms for kindergarten; one for 1 grade). If the number of applications surpass the allowed capacity per classroom then a random lottery will ensue to **March 31, 2021** determine which students will enroll.

- **First:** Families may begin to submit their applications by January 2nd. The drawings will take place March 31, 2020. If the number of students exceed the capacity for any classroom, a random lottery will be ensued and the families **ENROLLMENT** (both selected and on a waiting list) will be notified.

**STEPS**

- **Second:** The school will notify families if they have been selected to enroll their student through the lottery.
- **Third:** Families complete enrollment packet and orientation to finalize student enrollment. All other families will be placed on a waiting list in case a vacancy opens for their selected grade level.

- **Via email:** Fill out this form, take a photo, and email it to [lcarmona@raicesdelsaber.org](mailto:lcarmona@raicesdelsaber.org)

**SUBMIT**

- **Online:** Fill out the online application at <https://www.raicesdelsaber.org/enrollment>
- **In Person:** Drop off this form anytime at Raíces del Saber Xinachtli Community School at 2211 N. Valley Drive, or contact Lucia V. Carmona, Director of Operations and Community Engagement (see information below)

For more information, please contact Lucia V. Carmona, at (575) 571-2177 or email at [Lcarmona@raicesdelsaber.org](mailto:Lcarmona@raicesdelsaber.org)  
visit [www.raicesdelsaber.org](http://www.raicesdelsaber.org)

Approved on: