

Board of Education Las Cruces Public Schools

POLICY KJJ

Related Entries: AD, EB, EB-R, JHB, JHB-R, KB, KB-R, KCB, KF, KF-R

Responsible Office: Associate Superintendent for Equity, Innovation & Social Justice

COMMUNITY SCHOOLS

I. PURPOSE

To scale, support and sustain a network of high-quality Community Schools to promote student achievement, positive conditions for learning, and the well-being of families and communities.

II. BACKGROUND

- A. The Las Cruces Board of Education is committed to building partnerships with the Las Cruces community, local businesses, city and county government,, and non-profit agencies in the creation and support of Community Schools. The assets of these partners can be leveraged to expand opportunities, reverse the growing inequality in our society, and help close opportunity gaps that impede the academic performance of our students.
- B. The Las Cruces Board of Education believes that Community Schools are a vehicle for school transformation in improving student attendance, student safety, engagement, behavior and academic performance. The overarching goal of Community Schools is to increase the number of young people who succeed in college and/or careers and civic life.
- C. Las Cruces Public Schools will commit available federal funding streams (Title I, Title II, Title IV) in accordance with ESSA to support Community Schools.
- D. As part of the Board's commitment to Community Schools, in 2018 the Board entered into a Joint Powers Agreement with the City of Las Cruces to collaboratively "support, scale, and sustain" Community Schools. The Joint Powers Agreement created the Las Cruces Partnership for Community Schools Board, which has representation from the Las Cruces Public Schools Board and District Administration, and focuses on the goals of the LCPS Strategic Plan and the Elevate Las Cruces Comprehensive Plan.

III. The Board believes that the community school framework and pillars are core to the mission and vision of Las Cruces Public Schools as both a school level strategy and also as part of a districtwide commitment to equity in light of the *Yazzie/Martinez v. State of New Mexico* findings and the New Mexico Community Schools Act, signed into law in 2019.

- A. "*Community Schools*" means a place and set of strategic collaborative partnerships between the school and other community resources that promote student

achievement, positive conditions for learning, and the well-being of families and communities.

- B. ***“Community School Advisory Council” (CSAC)*** means a school-site structure that includes parents, community partners, school staff and youth. The CSAC substantively and regularly advises the Principal and school leadership team about all school matters that impact the well-being of the school’s children, including but not limited to the school’s non-academic program components and the use of the school building beyond regular school hours. This structure follows guidelines outlined in the School District’s policy around School Advisory Councils, but is adapted to fit the community school context in which a high emphasis is placed upon shared and collaborative leadership.
- C. ***“Community School On-Site Coordinator”*** is a full-time position at every community school that works with a team to execute the deep needs and asset assessment, coordinates and aligns resources within a Community School, and provides a base for parent and community advocacy on behalf of their children, school, and community.
- D. ***“Community Schools District Coordinator”*** is a full-time position that oversees the community school initiative across the district and provides guidance and professional development opportunities to Community Schools. This position also works collaboratively to provide administrative support to the Las Cruces Partnership for Community Schools Board.
- E. The ***“Four Pillars of Community Schools”*** are:
 - 1. Integrated Students Supports — Culturally and linguistically responsive school-based or school-linked support services, including health care, case management, family stability supports, etc., which are provided in partnership with community organizations in order to address non-academic and out-of-school barriers to learning.
 - 2. Expanded and Enriched Learning Time and Opportunities — Before-school, after-school, weekend, summer, and year-round programs that provide academic support, enrichment activities, and other opportunities to develop academic, social, emotional, and life skills, which may be offered on- or off-site in partnership with community-based organizations. Expanded and Enriched Learning may include a broader use of school facilities (especially in the evenings, weekends, and summertime), early childhood education, and a community-based approach to teaching, learning, and curriculum.
 - 3. Active Family & Community Engagement —The process of empowering families and community members to be partners in decision-making and student success through enthusiastic engagement and involvement in schools. This includes offering courses, activities, and services for parents or caregivers and community members, as well as fostering the creation of shared leadership structures.
 - 4. Collaborative Leadership & Practice — The process of building a culture of professional learning, collective trust, and shared responsibility in schools through the collaboration of all stakeholder groups, the site-based leadership team, and the community school coordinator.

- F. *“Las Cruces Partnership for Community Schools Board”* is an inter-agency community-wide leadership structure that provides support and vision for the Community Schools initiative in Las Cruces. This Board was established by the 2018 Joint Powers Agreement between the Las Cruces Public Schools and City of Las Cruces.
- G. *“Yazzie/Martinez vs. State of New Mexico”* is a decision that ruled that New Mexico has violated the state constitution by failing to provide a sufficient education, especially to low-income, Native American, English Language Learner (ELL) students, and students with disabilities.

IV. POSITION

- A. Each Community School must be tailored to the specific needs and assets of its children, families and community. This includes:
 - 1. School leadership that is committed to the Community School model, sees the model as a strategy fully integrated with the school’s instructional program, and includes the Community School Coordinator as an integral member of the school’s Leadership Team.
 - 2. In the selection of community school principals, individuals committed to serving as a community school leader for a period of at least three years will be given highest consideration.
 - 3. A Community School Advisory Council that includes parents, community partners, school staff and youth substantively and regularly advising the Principal and school leadership team about all school matters that impact the well-being of the school’s children, including but not limited to the school’s non-academic program components and the use of the school building beyond regular school hours.
 - 4. A full-time Community School On-Site Coordinator who partners with the Principal and serves as an essential member of the school’s Leadership Team and whose role it is to develop, coordinate, integrate and align programs and partnerships that serve students, families, and the community.
 - 5. When available, an identified lead partner community-based organization and other partners that are deeply invested in improving student outcomes and integrated into decision-making, coordination and implementation of the Community School programs.
 - 5. Services, supports, and advocacy programs informed by a comprehensive needs and assets assessment in the school and in the community. Outcomes, strategies, location of responsibility, and timelines regarding accomplishments shall be reflected in an (ongoing) Strategic Action Plan.
 - a. The services, supports and advocacy program shall include an afterschool program for a significant number of the students, including those most in need, such as those students whose histories include variables related to inequities, e.g. chronic

absenteeism, etc.

- b. The services, supports and advocacy program shall include an evidence-based systematic school climate and safety program such as Restorative Practices, Trauma-Informed Practices, Culturally and Linguistically Responsive Plan, and other programs that respond to the identified needs of children, families, and the community.
6. Ongoing professional development for school leadership, all staff, parents, and partners designed to improve the outcomes for the Community School’s Strategic Action Plan. Topics of professional development include developing a positive and supportive school climate, effective partnerships, and transformative parent and community engagement.
 7. Dedicated space in the school for the Community School On-Site Coordinator, partners, and parents, as well as office space for the Community School District Coordinator
 8. Systems accessible to the Community School Coordinator to collect, analyze, and respond to real-time data on student and school indicators such as attendance, achievement, and program participation, as well as workflows for scheduling, programming, and other essential functions that support student success.
 9. Evaluation of the effectiveness of the Community School Strategy, which shall be part of the routine assessment of the school’s effectiveness as a whole.
- B. The Las Cruces Public Schools Administration, including the Community Schools Coordinators, will provide a bi-annual update at School Board and/or Joint City Council/School Board Meetings.
- C. The Superintendent will promulgate a regulation to support this policy.

REVIEW

This policy shall be reviewed in accordance with the Board of Education policy review process.

DocuSigned by:



Approved, Board of Education President

12/18/2020

Date

Legal Ref: Section 22-32-4, NMSA 1978.

History: New Policy. Approved 12.15.20