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1 **LAS CRUCES PARTNERSHIP FOR COMMUNITY SCHOOLS**
2 **BOARD MEETING MINUTES**
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4 The following are minutes for the meeting of the **Las Cruces Partnership for**
5 **Community Schools Board Meeting** held from 1:30-3:00 p.m. on September 10, 2020
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7 **MEMBERS PRESENT:**

8 Chair Dr. Wendi Miller-Tomlinson, LCPS Assoc Supt for Curriculum
9 Vice Chair Councilor Tessa Abeyta-Stuve, Councilor District 2
10 Councilor Kasandra Gandara, District 1
11 Councilor Yvonne Flores, District 6
12 Terrie Dallman, LCPS Board Member
13 Brian Kavanaugh, CEO FYI, Finance Chair
14 Denise Sheehan, NEA Board Member
15 Julianne Lackey, Substitute Teacher LCPS & Non-Voting Member
16 Amanda Barela, NEA Board Member
17 Teresa Tenorio, LCPS Board Member
18 Dr. Stacy Gherardi, NMSU Dept. of Social Work
19 Ashley Echavarria, CEO Boys and Girls Club Las Cruces
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22 **MEMBERS ABSENT:**

23 Dr. Susan Wightman Brown, NMSU Interim Dean of College of Education
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26 **OTHERS PRESENT:**

27 Dave Greenberg, LCPS Community Schools Director
28 Lynn Gallagher, Quality of Life Director for City of Las Cruces
29 Maria Zuniga, Dona Ana Elementary School Community School Coordinator
30 Monica Marquez, Booker T Washington Elementary Principal
31 Karen Trujillo, LCPS Interim Superintendent (departed 2:10)
32 Jessica Barnhill, Booker T Washington Community School Coordinator
33 Sylvia Chavez, Lynn Middle School Community School Coordinator
34 Tatiano Del Toro-Frank, McArthur Elementary School Coordinator
35 Brenda Ballard, Lynn Middle School
36 Susanna, Intern from NMSU
37 Victor, Intern from NMSU
38 Madison, Intern from NMSU
39 Robin Van Sant
40 Michelle Valverde

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42 **I. CALL TO ORDER (1:30 PM):** Vice Chair Dr. Wendi Miller-Tomlinson called the
43 meeting to order. Those present introduced themselves.
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45 **II. ACTION ITEMS:**

46 **a. Approve Minutes:** The minutes of the August 13, 2020 meeting were
47 reviewed by members. The attendance listed Ms. Maria Flores who at
48 attending but she did not attend.. Board Member Tenorio moved to accept
49 the minutes as amended. Seconded by Board Member Gandara. All
50 members were in favor.
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52 **b. Approve Committee Chairs and Membership:** Finance and Resource
53 Development Committee that oversees the budgeting process, financial
54 oversight, insurance, sustainability, Chair is Mr. Kavanaugh and members
55 are Ms. Sheehan, Vice-Chair Abeyta-Stuve.
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57 Communication and Community Engagement Committee, goal is basically
58 community outreach, promoting the partnership throughout the community,
59 ensuring that we have structures to engage all the sectors of the community,
60 Chair is Councilor Flores and members are Mayor-Pro-Tem Gandara,
61 Interim Dean Susan Brown, she is transitioning off the Board, maybe her
62 replacement on the Board could become a member of that committee.
63 Board Member Tenorio suggested her moving from the Policy Group to that
64 one.
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66 Results, Data, and Evaluation Committee, to develop tools to measure the
67 impact of Community Schools, Chair is Dr. Miller-Tomlinson, and Dr.
68 Gherardi and Ms. Echavarria are members.
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70 Policy and Practice, goals is to develop and advance local, state, and
71 national policy to scale and support the community school effort. Chair is
72 Ms. Barela, Ms. Dallman and Ms. Lackey on and Dr. Brown also served on
73 that committee as well.
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75 Board Member Flores moved to approve committee appointments for the
76 ensuing year., seconded by Board Member Dallman. All members were in
77 favor.
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79 **III. DISCUSSION ITEMS:**
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- 81 **a. Visioning Exercise:** Vison states "Schools that are more responsive to
82 and collaborative with the community and the community that is more
83 responsive to and collaborative with schools." Questions to consider: What
84 does it look like when schools and the community are fully engaged with
85 each other? What are our hopes and dreams for children and families in
86 our community? What would it look like if every school was a fully
87 functioning high quality community school?
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89 Chair Miller-Tomlinson asked that Board Members hang on to this vision
90 throughout today and the answers to the questions. Board Member Tenorio
91 asked for information regarding best practice roles and expectations,
92 challenges, and COVID safe practice projects and outreach. Chair
93 MillerTomlinson stated lot of efforts now is being responsive to children and
94 families during this crisis. She asked that the Board discuss some of the
95 practices, some of the challenges, right now the efforts are really highlighted
96 and needed.
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- 98 **b. Review Board Mission and Roles:** Mr. Greenberg wanted to address the
99 questions of Ms. Tenorio, which included what are some best practices
100 specific to roles and expectations. Also some of the best practices around
101 COVID, and two great articles that highlight some of things community
102 schools here and throughout the country in responding to COVID. Another
103 question was what are some of the challenges and some resolutions which
104 will be addressed through the SWOT analysis process.
105

106 What is the role of the Board and how does it fit in to this community school system
107 here in Las Cruces? A best practice graphic was shown and is circulated
108 nationally. It is believed that every Community School has some variant of
109 this structure in place. First piece in the three-layer community school
110 shared leadership model is the community-wide leadership which is
111 responsible for overall community level vision; higher level policy, state
112 policies, formulating local policy; and resource alignment. There is
113 intermediary leadership responsible for planning and coordination and
114 management. Las Cruces Public Schools has taken the role of this
115 intermediary leadership supporting a lot of the planning, coordination, and

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day to day management. There is intermediary leadership such as the superintendent, the City, and then at every school there is school site leadership including the principal, the community school coordinator, staff at the school. We have encouraged schools to include family voices, community voices, partners in a leadership structure, community schools advisory council. Four schools and four of these structures in Las Cruces. This only works if we are all working together as a system. The Board as a committee has to think through what are the outcomes to look at, but at the school site team where a lot of the data is being gathered with the support of the intermediary leadership.

It is not the role of the Board to tell school site leadership, the day to day leadership is done in response to the local needs of the school and their community according to a deep needs and assessment that each school does. This might filter back to the Board if the school needs support with that through policy or funding. The Board does not tell the schools or the district or the City how Community Schools should look on a day to day basis. So what is the role of the Board? The Board get to think through high level policies, processes, outcomes to achieve.

The mission statement "To scale, support, and sustain a network of high quality community schools to promote student achievement, positive conditions for learning, and the wellbeing of families and communities." What does this mean to the Board themselves? And what does it mean in practical terms?

Jessica Barnhill discussed supporting community schools and how this looks in practice and identify specific goals for the year. Ensure Community School leadership/principals truly understand and engage with the community school model. Refocus on internal transformation of Community Schools, potentially revisiting staff assessments and identify areas needing support with targeted resources and programming. Stay connected with parents and families during this atypical school year. Maintain partnerships and rethink goals within the context of remote learning. Standardize practice and procedure across Community Schools. Examine evidence based and promising practices. Analyze and advocate for policy. Provide

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financial and technical assistance to schools in need. Maintain linkage with Elevate Las Cruces and the strategic plan.

Sylvia Chavez discussed scaling community schools. Recognize that scaling up Community Schools is no pipe dream. Create a vision driven approach to building a scaled-up system focused on results. Take advantage of current situations to move beyond thinking of Community Schools as only services and programming and consider what it means to have schools deeply engaged in the work of removing barriers to learning for families and students. Also ask ourselves how might our response to COVID-19 be improved if every school were a Community School. Encourage prospective Community Schools to focus on way in which this year has illuminated further the links between needs that arise outside of school and challenges inside school. Ask current Community Schools to share with prospective Community Schools how the Community School approach has enabled them to respond to the crisis. Decouple the Community School strategy from funding, i.e. show prospective Community School that they can pursue the work of Community School without having funding for a coordinator. Identify tools we can share with these schools to help them with this. Involve parents/families more in the educations process so they can invest in the Community School strategy. Create a cohort that is truly K-12 where students are able to attend a series of Community School throughout their years in the public school system, i.e. choose new Community School that feed into existing Community School. Develop a school-wide survey to be sent to each school in order to assess their existing community in school structures and determine readiness for pursuing next steps in the Community School process.

Tatiana Del-Toro Frank discussed sustaining community schools. Focus on the process of Community School rather than specific programs; how do we assess student/family/staff needs? How do we engage the community in meeting those needs? Ensuring existing Community School commit to

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using Community School processes in their response to COVID specific needs. Work toward widespread acknowledgement of the need for Community School and state funded recurring revenue - Community School is not a trend. Expand outreach/communications to communications to families in Community School to ensure they fully understand what a Community School is. Ask ourselves, in the context of remote learning, how do we maintain our existing community partnerships and how do we continue to effectively utilize funding? Look to private sector funding options or grants in order to ensure sustainability.

- c. **Review SWOT Analysis:** Maria Zuniga reported the strengths are schools at center of community support, social networks and relationships. Parents, students and community members creating opportunities for young people. Committed and humble group. Shown ability to meet needs collaboratively and without unnecessary administrative barriers. Framing/"housing" of coordinator position has been every effective. Created an overall feeling of "educational partnership" with students/families. Board meets regularly. Continued forward movement/growth/momentum in each of the Las Cruces Community Schools. Diverse members. Strong partnership with City and other nonprofits, including higher education. Coordinators at each school. Buy-in from administration at a local and state level.

The weaknesses are relationships with partners take time to mature. Need to look more effectively at the role the partnership board plays and what roles we might designated to school leaders/coordinators. Need to clear pathways of communication between school leadership/coordinators. Many community members still do not understand what a Community School is or provides. Lack of cohorting (no feeder school system. Need more visibility. We have limited funding. Need more capacity building, training on ACES, social and emotional learning that involves teachers, staff, and ancillary services. Not enough counselors or social workers in the schools to integrate strategies in place.

The opportunities, COVID-19 is an opportunity to remind schools how critical this work is and get buy-in, demonstrate effective of Community School in responding to crises. Opportunity to play a big role in advocacy

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in the next few years as we look at what types of compensatory and additional services we will need by students and families due to the disruptions this year. Look at bigger picture funding opportunities like national foundations, private sources. Engaging partners differently during pandemic. Engaging more with outside agencies. Last are threats, some leaders not fully invested in the Community School model, silo thinking between Community Schools. COVID is a threat to funding and also to our ability to organize and connect readily. The initiative is fragile, may be perceived as a trend rather than best practice. Potential for school closures due to pandemic. Lastly, lack of support from some needed people in the district.

- d. **Setting Goals and Responsible Party:** Chair Miller-Tomlinson stated based on the feedback they have some draft goals in those areas of support, scale, and sustainability. On the screen in the right column is shown some responsible parties or who is responsible for carrying out or executing the goal. It is important to keep in mind that there are some things that are really school district functions, and keep in mind that we do want all of our schools to be Community Schools, and to be responsive to the particular needs of those schools and keeping in mind the core mission is to educate children. The Community School effort enhances and supports that core mission.

Mr. Greenberg stated the survey results were looked at and these are a few suggested thoughts on some goals that could be refined later. First was to provide monthly Professional Learning Community meetings where Community School principals, assistance principals and coordinators can learn and discuss Community School together, especially focusing on internal school transformation processes and maintaining partnerships during COVID. This falls into the Las Cruces Public Schools scope to bring those folks together and think through those. Another item is supporting schools in reviewing and updating their needs and asset assessment data in light of COVID and how to reevaluate where to target resources. This was also placed in the Las Cruces Public School scope. The third goal was to revise our evaluation and school reporting plans to accommodate COVID and remote learning. Might want to rethink emphasizing attendance,

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engagement, and wellbeing. This would be the Impact and Evaluation Committee. Number four was explore linkages between the Community Schools and Elevate Las Cruces plan and the LCPS strategic plan and make recommendations for local Community Schools policy, including state policy. That would fit into the Policy and Practice Committee. And then lastly evaluate New Mexico State policy proposals and make recommendations related to state policy.

For scaling goals, engaging additional schools in the Community School process, sharing best practices that exist in current community schools with emerging Community Schools. That would be in the Communication and Stakeholder Engagement Committee. The next goal would be to develop a plan for scaling Community Schools that specifies the process for a school to become a Community School in Las Cruces. The plan should include consideration for items like feeder pattern or connection to existing Community Schools with the goal of developing a K-12 feeder pattern, and the ways in which schools can start implementing the Community School strategy prior to even having funding for a full time coordinator. This was assigned to the Policy and Practice Committee. The next one was implementing a survey at each of the existing Community Schools for the purpose of exploring what is needed to take the work to the next level. That was given to the Evaluation and Impact Committee.

The last set of goals, sustaining goals, increasing outreach to community members and specifically targeting community school families; op-eds, website, social media as determined by the Communication and Stakeholder Engagement Committee. The next goal would be to consider partnerships at each school and the resources needed to sustain those partnerships. Support each school in developing a school based financial profile and work with the Community School coordinators to sustain those partnerships. This would be the Finance and Resource Development Committee. Lastly, exploring private sector funding streams to develop a long term funding strategy to sustain each Community School position. Also assigned to the Finance and Resource Development Committee.

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Chair Miller-Tomlinson first asked if there was anything that should not be on there or that the Board does not feel is an appropriate goal for this Board. The next question would be is there anything missing?

Board Member Dallman stated looking at the goals for policy and edit and revise that probably should be looking at LCPS goals to correlate or align with these particular goals. Chair Miller-Tomlinson agrees and using the same support, scale, and sustain. Councilor Flores stated in the scaling with the goal of linkages between the Community School and Elevate Las Cruces, she feels all of the committees are going to have to be very knowledgeable about the Elevate Las Cruces works with the strategic plan for LCPS to fulfill those goals. Also have to gather a lot of data, lots of information provided to them. Chair Miller-Tomlinson stated the LCPS strategic plan does not reference Community Schools, it is based on the Board of Education goals, so starting at that level with upward policy regarding Community Schools would be the logical next step. And then when we update the strategic plan to do that. Different mechanisms can be looked at to make sure this group is informed regarding whatever policies or planning documents. The best place to start with the four Community Schools is what they have in their 90 day plans and what efforts are they taking at the school. Once those district level policies are in place they can certainly add those into the mix as well. Councilor Flores stated it is going to be a duty for each committee to look at the fiscal impact or needs. To achieve those goals and make Community Schools successful and grow. One of the goals is to make sure the funding is there. Chair MillerTomlinson suggested that each of these items, although assigned to one committee, need to be looked at globally, across all the areas. Councilor Flores asked if Community School families included the whole neighborhoods. She also mentioned the work at each Community School and the work that is being done to reach out to the entire community. Chair Miller-Tomlinson stated they do want to target the families of children that attend Community Schools but ideally a Community School is entrenched in the community and is a hub of a community. We have schools that fit this bill, but are not necessary a Community School but really are the hub of the neighborhood, of the community, and how to replicate that with the Community Schools. A mentoring program was mentioned with existing principals to encourage new principals. This might

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be an action item to develop. Some of the things from the committees might be things that the school district can begin to implement, incorporate as policies and regulations and practices around Community Schools. Mayor Pro-Tem Gandara mentioned the scaling goal of engage additional schools in the Community School process, share best practices. The communication subcommittee was highlighted in this area. She stated they are not solely responsible for that. Also not knowing the actual system in place as it relates to Las Cruces Public Schools, that would be difficult for the subcommittee to do so. Look also at the City, like senior services, museums, library, that typically have multigenerational reach. Chair MillerTomlinson stated the schools serving the children and then a senior center serving other members of the family, with a question of how to coordinate. One thing that would be helpful when they break out maybe make another column of what other committees or groups or entities should be involved or responsible to start putting that together. Start developing partnerships between Community Schools, the district, and different personnel either at the City or in the community to make those things happen.

Board Member Tenorio was looking at under practices, goals that they would like more training for ACES and resiliency and that type, and how that can be connected. Anna Age 8 was mentioned and that NMSU is working on that and providing technical assistance to resilience leaders. Mayor Pro-Tem Gandara stated social emotional learning needs to happen related to adverse childhood experiences in the schools with all the staff people, and this continues to be a big gap. She states there is lots of work with training folks. Chair Miller-Tomlinson stated this another great place for a crosswalk and that coordination of effort. During the professional development days at the beginning of the school year all teachers were required to go to a trauma informed teaching; kids have been out of school since March, how to approach them, things to look for, how to support. All new teachers and staff are going through a similar session for what are ACES, things to look for. Remote learning has changed, hard to know where students are, what they're feeling and thinking as they are not right in front. There is a process to get a social worker involved to take it to the next level if there is a concern expressed. Board Member Tenorio stated when they were looking at

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community outreach and parent engagement it was listed as a strength of parents creating opportunities for young people, but she sees that as more coming from parents and students and committee members who already have the gumption to put themselves forward to lead on something. What we need more of is helping to teach both parents and students how to advocate for themselves. There are resources through LCPS to better empower them to find their voice to vocalize what the needs are. Now during COVID the communication is strained, harder to connect with people. Chair Miller-Tomlinson stated the goals will be smart goals. Mayor Pro-Tem Gandara stated in the weakness area on the need more capacity building, training on ACES, social and emotional learning that involves teachers, staff, and ancillary services, maybe add community to include businesses. Everybody needs to have this trauma informed lens. When schools are not in session that anytime this family is interacting with the store attendant and recognizes something that we need to be able to address it in a very thoughtful, compassionate way. This may need to be added as well. Board Member Kavanaugh agrees mission driven, mission focused, scale support and sustain, and also to promote student achievement, positive conditions for learning and well being of the family. Councilor Flores asked if it is appropriate to ask the children, talking about having children feel comfortable, feel loved, and in an environment where they can thrive. She shared a story of her childhood. Person asking why do they come to school. Eventually a child said it was to eat. She asked if teachers/educators get feelings where the child is emotionally. Chair MillerTomlinson stated they do have somethings in place for even very young students to help them express themselves. It takes an adult that is comfortable with students asking those questions of students. Teachers are much more aware of behaviors and things to look for and what to do about that. A big key is how to respond and where to go for help. Dr. Gherardi stated making Community Schools a model for some of these practices, not just trauma informed work, but really getting down to how to do that across schools and across class rooms so it happens everywhere because you have teachers who maybe don't see it, don't know how to respond or don't respond. Bringing Community Schools to the forefront and focusing on relationship building. A lot of teacher training starts with how to build relationships with children because you cannot teach without the

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398 relationship piece, without the trust, without students being willing to trust
399 and listen and feel like they are also respected in the classroom. Continuing
400 to make inroads in those areas is really important to everything that is done
401 inside the classroom, and what happens outside and a lot of the efforts in
402 the community kind of stem from that, because that is a great way to
403 sometimes start the outreach to a family that may be in trouble or need
404 additional support is by noticing that the student is struggling.
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- 406 **e. Committee Breakouts and Action Planning:** Chair Miller-Tomlinson
407 suggested breaking out into groups. Also next time spend the time in
408 committees doing the work that they had intended to do today as far as
409 establishing smart goals and really looking at these things. Mr. Kavanaugh
410 is suggesting break out committee on their own between this meeting and
411 next and then regroup with smart goals done. Board Member Dallman
412 stated it might help if they could identify what resources they actually need
413 as a whole group and then come back next month and reevaluate/break out
414 into committees and dedicate more time then with the resources that we
415 already know. She stated some of the Board do not know exactly what
416 feeder schools need to tie in with the existing Community Schools that we
417 have. They can look up policies that would align with the goals here.
418

419 Chair Miller-Tomlinson asked if there were any resources, mentioned feeder
420 patterns which in LCPS are a bit loose, policies, everyone familiar with
421 Elevate Las Cruces, crosswalks. Who else to collaborate with in these
422 goals? Break out in groups and if the different committees could commit to
423 meeting prior to next month's meeting to look at the goals and discuss and
424 the smart goals so that when the Board returns there is a solid starting point.
425 Board Member Dallman mentioned that October 8th is OMA and IPRA
426 training from the Attorney General's office that will be 9:00 - 12:00.
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428 At 3:03 the Board broke out into their subcommittees, and returned at 3:20.
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430 Board Member Dallman stated that a member of the public mentioned to establish
431 Google doc so that everyone can have access the materials. Mr. Greenberg
432 stated each Community School does asset mapping of the resources in that
433 community that it can draw on. These asset maps will be shared and some
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of the resources guides and directories. Mayor Pro-Tem Gandara asked to get contact information for each of the subcommittees, e-mail, phone numbers, and a lead person to have access to the document that they are looking at. Councilor Flores stated their subcommittee will be getting together. She does not like Zoom meeting, virtual meetings. Chair Miller-Tomlinson stated if people want to meet face to face there is a big room at the teaching and learning center to accommodate social distancing for 4-5 people. Health screening will be done, wear a mask, et al. Board Member Tenorio stated the triple "S" goals and the SWOT analysis were very valuable.

f. Whole Group Conclusion and Share Outlets:

IV. Confirm Next Meeting Time: Tentatively Scheduled for October 8

V. ADJOURNMENT A motion to adjourn the meeting was made by Board Member Flores, seconded by Board Member Dallman. All were in favor. Meeting was adjourned at approximately 3:30 p.m.

DocuSigned by:
Wendi Miller-Tomlinson
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Chairperson

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10/12/2020

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6 Approved