

Equity Council Revised MEETING AGENDA

Tuesday, September 23, 4:30-6:00 P.M.

📍 Cottonwood Classical Preparatory School Library and virtually at
meet.google.com/bhk-teyg-afk

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Elisa Garnand, Kali Petties, Melissa Torres, Meghan Lowe, Jennifer Boyd, Lilly Steele, Mandy Kraft, Andrea Lopez, Dria Ross

Members absent:

Guests and other attendees: Dathan Weems, Kent Hodges

Facilitator: Ben Garcia, Francine Binnert

Note Keeper/Timekeeper: Francine Binnert

MEETING OBJECTIVES:

- ☐ Offering guidance on policy and budget decisions through an equity-focused lens, aligned with the CCPS diversity statement
- ☐ Advocating for our community and fostering greater equity within CCPS by sharing our insights and perspectives

TO PREPARE FOR THIS MEETING, PLEASE:

- Read over any policies and documents provided in the agenda between and be ready to ask questions and/or discuss

SCHEDULE: [90 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities • Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Featured community information: A&A Group Attendance

4:35-4:40	⌘ 5:00	Status report ● Review of last month's advisement for admin/GC ● Current happenings in DEIB at the school ○ A&A Group Meeting ○ CLR visit from Dr. Hollie, 10/13 ■ And whole school support for racialized language/profanity in the classroom ● Member felt that other language that may need to be addressed: R*****, F**, D***, outside of just racialized language ○ CSP Grant for Spanish and French language materials in the library (500+ items)
4:40 - 4:55	⌘ 15:00	Community feedback ● Staff concerns ○ Sizing and cost of spiritwear - no children's sizes available for any sports. Is it possible for clubs to check out youth sizes? ■ From Rigali, these aren't necessarily fundraisers because we get such a small percentage from the sales. These items are more for visibility, support, and for families. We can ask coaches to be mindful of youth sizes for middle schoolers. ● Updates/feelings from our student members ○ ● Questions from student council ○ Cussing is harder to manage than racial slurs. ■ Member: cussing isn't directed at anyone and used as a language modifier whereas racialized language is different. ● Questions from community ○ Social media and images - kids are being exposed to things involuntarily. Not necessarily going back to cell phone conversation but how do we have those conversations. Counselors are willing to have these conversations.... ● Questions from school admin and GC

		○
4:55 - 5:40	⌘ 45:00	Policy/Budget review ● Family Engagement Policy ○ No general feedback with exception of what does this money go towards? ● Staff Handbook, V. Standard of Conduct p. 15 ○ Member: Staff shouldn't give students info on their own social media ○ Member: Staff need to not try to escalate conflict, or be argumentative with students. Some staff vs student conflict is driven by adult behavior. ○ Member: No staff member should be following students w/exclusions of families with a history of friendship ○ Can we have a cell phone to check out? SportsYou? ■ Member: We used an app in Japan so a phone would not have worked. ● Server Data Backup and Recovery Policy ○ No general feedback ●  Guidelines_checklist_-_7-26-24__1_.pdf ●  CCPS Open Meetings Act Resolution September 20... ○ Member asked if Ben can add reminders about GC meetings in the Howler, up top in the parent letter portion and down below. ●  Admissions Policy - Updated Sept 2025 ○ EQ: Have we captured the support we offer as a school? The council felt that this policy captured all of the supports offered and did not have direct feedback for Ms. Lowe.
	⌘ 0:01	Old business ●
5:40-5:55	⌘ 15:00	New business ● Selection of 5 EC members to review incoming applications (read, review, evaluate applications on a rubric) ○ Jenny, Mandy, Meghan, Ben, Torres, Andrea ● Coyote OneFund - Kent Hodges from PTO. ○ Merger between the PTO and Foundation to create the one fund. Trying to fill in gaps of where school was cut this year. Also trying to consolidate school processes and energy.

		○ One Fund - can be thought of as a subscription service where parents can donate on a monthly basis, if their budget allowed for it. ○ Fundraising is looking more broad like the golf tournament, possibly corporate sponsorship in gym areas, possibilities to increase community partners. ○ M. Torres: Restating that all groups have opportunity to benefit from the fund. Also making sure that families don't feel excluded if they can't contribute.														
	⌘ 3:00	Review recommendations and preview upcoming items ●														
5:55-6:00	⌘ 2:00	Closing ●														
After Meeting	⌘ 5:00	Assess what worked well about this meeting and what we would have liked to change <table><thead><tr><th>+ Plus</th><th>▲ Delta</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	+ Plus	▲ Delta												
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Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

The Equity Council met in September to discuss policies and provide an open forum to raise concerns. Please note that the meeting minutes were added to the agenda at a later time. They've been copied here largely unaltered (edits for formatting and context).

Family Engagement Policy

- No general feedback with exception of what does this money go towards?

Staff Handbook, V. Standard of Conduct p. 15

- Member: Staff shouldn't give students info on their own social media
- Member: Staff need to not try to escalate conflict, or be argumentative with students. Some staff vs student conflict is driven by adult behavior.
- Member: No staff member should be following students w/exclusions of families with a history of friendship
- Can we have a cell phone to check out? SportsYou?
 - Member: We used an app in Japan so a phone would not have worked.

Server Data Backup and Recovery Policy - No general feedback

Guidelines checklist - No feedback listed

Open Meetings Act Resolution

- Member asked if Ben can add reminders about GC meetings in the Howler, up top in the parent letter portion and down below.

IB Admissions Policy

- Have we captured the support we offer as a school? The council felt that this policy captured all of the supports offered and did not have direct feedback for Ms. Lowe.

Coyote One Fund. Kent Hodges, PTO President, attended the last meeting to present on the One Fund. Feedback included “restating that all groups have opportunity to benefit from the fund. Also making sure that families don’t feel excluded if they can’t contribute.”

Other concerns. No children’s sizes available for any sports spirit wear; Profanity, which differs from racial slurs, continues to be a “problem”; On social media, kids are being exposed to things involuntarily. Not necessarily going back to cell phone conversation but how do we have those conversations. Counselors are willing to have these conversations

Equity Council Revised MEETING AGENDA

Tuesday, August 26, 4:30-5:30 P.M.

📍 Cottonwood Classical Preparatory School Library and virtually at
meet.google.com/bhk-teyg-afk

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Elisa Garnand, Melissa Torres, Meghan Lowe, Jennifer Boyd, Lilly Steele, Mandy Kraft, Andrea Lopez, Dria Ross

Members absent:

Guests and other attendees:

Facilitator: Ben Garcia, Francine Binnert

Note Keeper/Timekeeper: Dria Ross

MEETING OBJECTIVES:

- ☐ Offering guidance on policy and budget decisions through an equity-focused lens, aligned with the CCPS diversity statement
- ☐ Advocating for our community and fostering greater equity within CCPS by sharing our insights and perspectives

TO PREPARE FOR THIS MEETING, PLEASE:

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SCHEDULE: [60 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities ● Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Introductions Preferred name during meetings and what snack or drink instantly reminds you of your childhood/teen years? (Age/ethnicity culture) ■ Francine will go by Francine—Tang! ■ Ben will go by Ben—Potted anything! ■ Elisa will go by Elisa or Ms. Garnand—Sopa! ■ Melissa will go by Ms. Torres—Kool-Aid ■ Meghan will go by Meghan—water and cookie dough (uncooked)!!!

		■ Jenny will go by Jenny—Perogis (cheese potatoes and sour cream)! ■ Lilly will go by Lilly—Waterloo ■ Mandy will go by Mandy—pickles! ■ Dria will go by Dria—Strep throat meds ○ Food is a huge connection to culture and who we are ○ Featured community information: Topminnow MAP data
4:35-4:40	⌘ 5:00	Status report ● Review of last month’s advisement for admin/GC ○ None :) ● Current happenings in DEIB at the school ○ A&A Fair ■ Over 150 participants ■ 7 school affinity groups ■ MS event next week ○ OneFund ■ New! ■ What about parents who can’t or are not interested in contributing? ■ Can they come to EC? Can they make a rubric for funding? Can we work on language that encourages equity for donation. ○ Dr. Hollie (CCRTL) visit 10/13 ■ Academic language ● Slang, profanity, racialized language in the classroom ■ More PD for staff around these topics
4:40 - 4:55	⌘ 15:00	Community feedback ● Staff concerns ○ School IDs ■ IDs have been printed and have white-washed everyone. Many students and staff members are offended by the way they are depicted in the IDs. Issues happen, but we have hurt people with this error. Is there anything we can do?

		● BG: unsure, going to try and reach out. ○ Student complaints (from last year's Padlet) ■ How do we make hearing student complaints "productive?" How do we avoid toxicity and actually ensure that we hear them and offer a space for change for them. ■ EG: we can always direct them to the counseling office if they need to process and vent, or if they need to escalate to mediation. Peer to peer and students discussing issues with teachers. ○ Room sharing: ■ Staff lounge can be quiet but can also be loud when it is lunch time. Is there an alternative work space offered for teachers who are displaced from their rooms during lunch times? ● Updates/feelings from our student members ○ None to report ● Questions from student council ○ ● Questions from parents/community ○ Compliment: happy to have a school like CCPS with high expectations for everyone. High expectations with higher support. "Ten to twenty five:the science of motivating young people" ○ ● Questions from school admin and GC ○ Admin is aware that things are cramped. Good and bad problem to have. Complement on how we support our Black students
	⌘ 0:01	Policy/Budget review ●
	⌘ 0:01	Old business ●
4:55-5:25	⌘ 30:00	New business ● Equity Council status update (membership)

		○ EC Co-Lead/DEI Coordinator (does not count toward membership)* ○ Senior Administrator* (Co-lead) ○ Governing Council Member* (TBD) ○ Parent or community member ○ Parent or community member ○ Parent or community member ○ IB Coordinator ○ ELL Coordinator or Representative ○ Special Education Coordinator or Representative ○ Social Worker/Counselor or Representative ○ High School Teacher ○ Middle School Teacher ○ Student SLC Administrative Representative ○ High School Student ○ Middle School Student ○ Flexible ● Visual framework review ● Inventory of equity terms; what does equity look like at CCPS?
5:25-5:28	⌘ 3:00	Review recommendations and preview upcoming items ● IB A&A (Access and/or admission) policy ○ Inclusive access policy—students w 504, IEPs. Updating an old policy. Admissions policy, we used to have an admissions statement, additional opportunity for us to discuss our focus on DEIB. Another on formative/summative approaches ● Parent or legal guardian and student complaints procedures ○ If there are concerns that move beyond needing to vent, they escalate here. We’re going to reread and readress. ● Inclusion policy ○ ● Assessment policy ● Family Engagement Policy ○ Basically how do we invite parents to be informed about curriculum. Keep parents informed on how they are expected to support their students and how we all work together to make them successful.
5:28-5:30	⌘ 2:00	Closing ●
After Meeting	⌘ 5:00	Assess what worked well about this meeting and what we would have liked to change

		+ Plus	▲ Delta
		I liked the incorporation of Padlet for engagement	

Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

In August, the Equity Council had its inaugural 2025-2026 meeting to become reacquainted and refocus our efforts. Initial feedback was as follows:

School IDs. IDs, printed by the photography company, have been printed in a way that lightened student and staff photos. Many individuals are offended by how they are depicted. While errors happen, this issue has caused harm, and council members emphasized the importance of acknowledging and remedying this impact. Can we perhaps provide students an opportunity to have these photos reprinted as those printed in-house are generally more representative.

Process for hearing student complaints. Concerns were raised about how to make the process of hearing student complaints more productive and less toxic. There is a need to ensure that student voices lead to meaningful dialogue and potential change rather than frustration. One suggestion is to direct students to the counseling office for support in processing and venting, with the option to escalate issues to mediation. Peer-to-peer discussions and open communication between students and teachers were also noted as helpful strategies.

Room sharing. Staff expressed that the lounge can be quiet at times but becomes noisy during lunch, making it difficult to work. A question was raised about whether an alternative work space can be provided for teachers who are displaced from their classrooms during lunch periods. Administration acknowledged that space is currently limited, which is both a challenge and a reflection of growth.

We are looking forward to partnering to continue viewing policy at CCPS through a lens of equity. To this end, we also allocated time to discussing language around equity to frame our future discussions of policy and rethinking our Equity Visual Framework, the development of which is an aim given to us by NMPED. As always, if you have any thoughts or concerns, please let us know.

School Year 2024-2025

Equity Council Revised MEETING AGENDA

Tuesday, May 27, 2025, 4:30-5:30 P.M.

📍 Cottonwood Classical Preparatory School virtually at
meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Ray Campos, Elisa Garnand, Meghan Lowe, Jennifer Boyd, Max Salaiz, Isabella Serbin, Mandy Kraft, Andrea Lopez, Dria Ross
Members absent: Kali Petties, Melissa Torres
Guests and other attendees:

Facilitator: Ben Garcia, Francine Binnert
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MEETING OBJECTIVES:

- ☐ Advocating for our community and fostering greater equity within CCPS by sharing our insights and perspectives

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SCHEDULE: [60 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities ● Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Featured aspect of culture: Student support (SEL focus) ○ Featured community information: Students utilizing small group testing for IB and mock exams “It’s a big puzzle” Supporting students with IEPs and 504 starts at the beginning of the school year, lots of documentation starting collection in grade 10, Ms. Youngman has been a help in screening and testing, proctoring and location logistics, also applied to mock exams and mimicking the process to reduce anxiety and get the experience of doing the high-stakes test and practice using their time and breaks, we apply for more accommodations than any other

		IB school in New Mexico, IB is sometimes confused by requests, we're a model of inclusivity, more than in the past by at least another 30% for official exams and even more for the junior class, it's a team effort, the next hurdle with IB is that they do not modify, which is a huge piece to tackle.
4:35-4:45	⌘ 10:00	Status report ● Review of last month's advisement for admin/GC ○ Admin feedback and response ● Current happenings in DEIB at the school ○ ISD visit #3 ○ Graduation regalia from student government ○ CLR for 2025-2026 Dr. Hollie to visit 10/13 ○ ASU Proclamation for AANHPI month
4:45 - 4:55	⌘ 10:00	Community feedback ● Staff concerns ○ Learner profile awards! 3 boys, 6 girls for 8th grade, generally skews to girls, implicit gender bias, noticed this in 11th grade as well, and the students notice it! ○ Discipline gender bias "just being boys," "just being girls" especially in the classroom ○ More students who identify as female going for the diploma ○ Dress code enforcement gender bias (peer helpers) ● Updates/feelings from our student members ○ ● Questions from student council ○ Graduation, a lot of seniors appreciated the regalia they were able to wear ○ Lily Steele will be taking the position ● Questions from community ○ Chat, issue of bullying and student suggested the "stop it" website but students feel like they're not being heard. Is there a follow-up with the student? ○ Gray area of being stuck when students want to remain anonymous. How can we still help? Students don't want to be a tattletale. Let's

		continue to mull along with peer helpers about reducing stigma. ○ Can't share discipline either, so it doesn't look like there is a response even though there is. ○ PERCEPTION. Bullying v. conflict? Partner and navigate, explicit training may be helpful. ● Questions from school admin and GC ○ Dress code: Mandating polos, limited spirit wear, mulling it over, trying to make something enforceable, work in progress						
	⌘ 0:01	Policy/Budget review ● None						
	⌘ 0:01	Old business ●						
4:55-5:25	⌘ 30:00	New business PADLET ● Celebration and review of this year ● Procedural review ● CLR visual framework, graduate profile ● Recruitment ● Goal setting						
	⌘ 0:01	Review recommendations and preview upcoming items ●						
5:25-5:30	⌘ 5:00	Closing ● Email intentions for next year ● Thank you!						
After Meeting	⌘ 5:00	Assess what worked well about this meeting and what we would have liked to change <table><tr><td> + Plus </td><td> ▲ Delta </td></tr><tr><td> Enjoyed the intro community building act. Interesting what you can learn about people from such a simple question. </td><td></td></tr><tr><td></td><td></td></tr></table>	+ Plus	▲ Delta	Enjoyed the intro community building act. Interesting what you can learn about people from such a simple question.			
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Admin response to April Advisement

Julie and I met earlier this month and revised the Lottery policy further [\[here\]](#). We did not make any substantive changes, but refined it a bit. I'm happy to report that we also have had parents respond to Spanish-language materials this year, in Spanish -- for the first time in the school's history as far as we are aware. Russell, Marcia, and Johnny deserve a lot of the credit for helping to make sure the website (Johnny) and Heritage Spanish placement materials (Marcia and Russell) were more accessible than ever before! We also recently discovered that we have an estimated increase of 10 ELL students among the incoming students -- which is more than the number of currently-enrolled ELL students (7). It's a pretty dramatic increase.

For the cell phone policy, at this point I don't anticipate changes to the policy itself; however, there is a need to continue the conversation with teachers about consistency and enforcement. Ben has some good language for further conversation among grade level teams in June and beyond, and we will also plan to increase administrative presence in MS classrooms in August to ensure the policy is being implemented and supported.

For the survey data, the YRRS data is the most clear about suicidal ideation. Unfortunately, however, it's typically already about 18 months "old" when we get the data. [Here's](#) the 2023 report, for reference. Carisa can also try to get some more recent, but less formal, data from the Wellness Team regarding current student sentiments and suicidal ideation.

As for the grade level meetings, we have a tentative plan to go back to a model of Advisory and non-Advisory agendas to be recombined again. This will also allow us to increase the frequency of grade level meetings. While we've tried to spread the Wellness Team across grade levels for support, we can be more intentional about this going into next school year. There could be an opportunity to ask for more from the grade level facilitators as well, and to compensate them accordingly for the extra time and coordination.

Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

Equity Council Revised MEETING AGENDA

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SCHEDULE: [90 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities ○ Featured community information: Graduation rates (from NMPED): “The graduation rate of Cohort 2024 is noteworthy in particular because it is both the highest graduation rate and the highest total number of graduating students in the last 15 years.”

		<table><tr><th colspan="3">Top 10 LEAs with Highest Graduation Rates for Cohort 2024, Class of 20 or 21</th></tr><tr><th>School</th><th>District</th><th>2024 4Y Graduation Rate</th></tr><tr><td>Alta Vista Early College High</td><td>Gadsden</td><td>100.00% graduation rate</td></tr><tr><td>Early College Academy</td><td>Albuquerque</td><td>99.75% graduation rate</td></tr><tr><td>San Juan College High</td><td>Farmington</td><td>99.58% graduation rate</td></tr><tr><td>Academy for Technology and Classics</td><td>Santa Fe</td><td>97.44% graduation rate</td></tr><tr><td>Cloudercroft High</td><td>Cloudercroft</td><td>97.22% graduation rate</td></tr><tr><td>Mandela International Magnet</td><td>Santa Fe</td><td>97.17% graduation rate</td></tr><tr><td>Early College High</td><td>Las Cruces</td><td>96.62% graduation rate</td></tr><tr><td>NM School for the Arts</td><td>State Charter</td><td>96.56% graduation rate</td></tr><tr><td>Early College High</td><td>Roswell</td><td>96.52% graduation rate</td></tr><tr><td>College and Career High School</td><td>Albuquerque</td><td>96.26% graduation rate</td></tr><tr><td>Cottonwood Classical Prep</td><td>State Charter</td><td>95.66% graduation rate</td></tr></table> ○ ○ Grow our knowledge of DEI, CLR, and our community and develop a common language. ■ Who are our underserved?<table><tr><th>Group</th><th>Graduation rate</th></tr><tr><td>All</td><td>95.66</td></tr><tr><td>Male</td><td>96.37</td></tr><tr><td>Female</td><td>95.05</td></tr><tr><td>African American</td><td>50</td></tr><tr><td>Caucasian</td><td>100</td></tr><tr><td>Asian</td><td>94.44</td></tr><tr><td>Hispanic</td><td>92.83</td></tr><tr><td>Native American</td><td></td></tr><tr><td>English Language Learner</td><td>88.89</td></tr><tr><td>Students with Disabilities</td><td>100</td></tr><tr><td>Homeless status</td><td></td></tr><tr><td>Eco. Disad.</td><td>100</td></tr><tr><td>NotDirectCert</td><td>84.06</td></tr></table>	Top 10 LEAs with Highest Graduation Rates for Cohort 2024, Class of 20 or 21			School	District	2024 4Y Graduation Rate	Alta Vista Early College High	Gadsden	100.00% graduation rate	Early College Academy	Albuquerque	99.75% graduation rate	San Juan College High	Farmington	99.58% graduation rate	Academy for Technology and Classics	Santa Fe	97.44% graduation rate	Cloudercroft High	Cloudercroft	97.22% graduation rate	Mandela International Magnet	Santa Fe	97.17% graduation rate	Early College High	Las Cruces	96.62% graduation rate	NM School for the Arts	State Charter	96.56% graduation rate	Early College High	Roswell	96.52% graduation rate	College and Career High School	Albuquerque	96.26% graduation rate	Cottonwood Classical Prep	State Charter	95.66% graduation rate	Group	Graduation rate	All	95.66	Male	96.37	Female	95.05	African American	50	Caucasian	100	Asian	94.44	Hispanic	92.83	Native American		English Language Learner	88.89	Students with Disabilities	100	Homeless status		Eco. Disad.	100	NotDirectCert	84.06
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		○ Podcast, hope and strategies ● Updates/feelings from our student members ● Questions from student council ● Questions from community ○ Concerns about suicidal ideation or self-harm (20%) ■ Information comes from survey presented wellness week, which is a conversation by grade level ■ Panorama survey next week ■ Stop-it reporting provides good, actionable data ○ Smaller lens - What's going on in the environment of our school. Can they be provided education on this issue? ■ Also making more fun? ○ Are teachers aware of what students are doing in the other classes? Communication. ● Questions from school admin and GC
4:55-5:40	⌘ 45:00	Policy/Budget review ● ☰ Lottery & Enrollment Guidelines ○ Contingency for lack of internet access (receive a call) ○ Policy is needed to keep things fair ○ Equity in application and support ○ ::Processing:: nothing stands out as a problem, but it's helpful to hear them ■ Procedural information for families in Spanish and other languages ● ☰ CCPS Library Learning Commons Policies ○ No concerns at this time
	⌘ 0:00	Old business
5:40-5:50	⌘ 10:00	New business ● ☰ Student Personal Non-Computer Electronic Use Poli... ● https://www.nmlegis.gov/Sessions/25%20Regular/final/SB0011.pdf ○ The pockets are cumbersome and can become a power struggle. ○ Students seem to be able to not have them out at all ○ Also, games on Chromebooks (GoGuardian helps)

		○ Some students really don't like it ○ I don't like the choice of how to run that part of my class (autonomy) ■ We should teach strategies to handle having technology ■ I don't follow the pouch rule ○ I dislike talking about the cell phone policy. What I want from the administration is backup when I need to enforce whatever rules we have. ■ Every once in a while it's necessary to take phones away, rarely. ■ Concerning what happens in the classroom, I want to have my policy and do what works best for me and my students (giving a reminder) ● Constant reminders to students can be annoying ■ There's no "magic solution" ■ Teaching responsible technology use ■ It's always going to be there, and we need to figure out how to manage it ○ It seems like cell phones are so addictive for so many people that having set, consistent rules would make it easier for all teachers. Inconsistency can be confusing. ■ Cell phone for emergencies, but otherwise unnecessary. ■ Firm rules across the board might make it easier for everyone				
5:50-5:55	⌘ 5:00	Review recommendations and preview upcoming items ● Ability pathway, chromebooks, water safety				
5:55-6:00	⌘ 5:00	Closing ● Date/time for the following meeting - Tuesday, May 27, 4:30-6:00				
After Meeting	⌘ 5:00	Assess what worked well about this meeting and what we would have liked to change <table><tr><td>+ Plus</td><td>▲ Delta</td></tr><tr><td></td><td></td></tr></table>	+ Plus	▲ Delta		
+ Plus	▲ Delta					

Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

For the month of April, the Equity Council had a meeting to discuss the lottery policy, library policy, and implementation of the cell phone policy. Feedback was as follows:

Lottery policy

- The need for the policy was validated. Feedback was mostly concerned with the implementation of the lottery policy and its procedures to ensure there were possible contingencies for those who lack consistent internet access (such as receiving a call) and with providing procedural information for families in Spanish and other languages.

Library policy

- No concerns at this time

Implementation of the cell phone policy

- Some strongly value teacher autonomy to choose strategies and implement them but also seek strong admin support when enforcing rules
- Feelings differ within and between stakeholders: Some students dislike the rules, and some teachers dislike discussing or enforcing them, while some parents and staff may want firm, consistent policies
- There's general agreement that no "magic solution" exists, and responsible tech use needs to be explicitly taught.
- While some see phones as unnecessary except for emergencies, others emphasize the need for clear, school-wide consistency to avoid confusion.

Other concerns and comments

- It's been said that a large percentage of students report suicidal ideation or self-harm. Additional data coming from the new Panorama survey and Stop-it reports would be useful to know how pervasive the issue is to then inform conversations about supporting students. Also, information regarding environmental factors may be helpful.

- How can more effective communication be fostered within grade levels? Are teachers informed about what students are experiencing across different classes such as due dates and major assignments? This may be helpful in reducing stress.

Equity Council Revised MEETING AGENDA

Tuesday, March 25, 2025, 4:30-5:30 P.M.

📍 Cottonwood Classical Preparatory School in the library and virtually at meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Ray Campos, Elisa Garnand, Kali Petties, Melissa Torres, Meghan Lowe, Jennifer Boyd, Max Salaiz, Isabella Serbin, Mandy Kraft, Andrea Lopez, Dria Ross

Members absent:

Guests and other attendees:

Facilitator: Ben Garcia, Francine Binnert

Note Keeper/Timekeeper: Francine Binnert

MEETING OBJECTIVES:

- ☐ Offering guidance on policy and budget decisions through an equity-focused lens, aligned with the CCPS diversity statement
- ☐ Advocating for our community and fostering greater equity within CCPS by sharing our insights and perspectives

TO PREPARE FOR THIS MEETING, PLEASE:

- Read over any policies and documents provided in the agenda between and be ready to ask questions and/or discuss

SCHEDULE: [60 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities • Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Featured aspect of culture: Concept of Time (precise/relative)

		○ Featured community information: When it comes to time, I am ■ often more focused on the people and situation and have a hard time being governed by the clock ■ always where I need to be precisely when I need to be there; I am very aware of the clock <table border="1"> <thead> <tr> <th>Grade level</th> <th>often more focused on the people and situation and have a hard time being governed by the clock</th> <th>always where I need to be precisely when I need to be there; I am very aware of the clock</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>31.6</td> <td>68.4</td> </tr> <tr> <td>7</td> <td>37.4</td> <td>62.6</td> </tr> <tr> <td>8</td> <td>42.5</td> <td>57.5</td> </tr> <tr> <td>9</td> <td>48</td> <td>52</td> </tr> <tr> <td>10</td> <td>59.3</td> <td>40.7</td> </tr> <tr> <td>11</td> <td>47.1</td> <td>52.9</td> </tr> <tr> <td>12</td> <td>42.9</td> <td>57.1</td> </tr> <tr> <td>Teacher</td> <td>41.3</td> <td>58.7</td> </tr> </tbody> </table>	Grade level	often more focused on the people and situation and have a hard time being governed by the clock	always where I need to be precisely when I need to be there; I am very aware of the clock	6	31.6	68.4	7	37.4	62.6	8	42.5	57.5	9	48	52	10	59.3	40.7	11	47.1	52.9	12	42.9	57.1	Teacher	41.3	58.7
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4:35-4:45	🔊 10:00	Status report ● Review of last month's advisement for admin/GC ○ Admin feedback and response ● Current happenings in DEIB at the school ○ ISD visit #1, BEA visit, student walkout ■ Organized, set up outside with snacks, props, microphone, speaker, gave speeches and dispersed ■ Concerns over how to hold space with students when there are so many things going on federally; national narrative is not positive. Though that's not the message here, how do we handle it? We need more support. ● What does this look like moving forward? ● Policy/procedure/administrative support? ● What is the response to the students? <u>This message needs to come from admin.</u> Keeping a safe space for students. Reassuring students that CCPS is a safe place. ● What do we say in the moment? How do we act in the moment? ● How are students feeling at school? The panorama survey is validating																											

		that we're providing students with the knowledge that they're safe. • "Brave space" PLC, changing operational thinking from "safe space"
4:45 - 5:05	⌘ 20:00	Community feedback • Staff concerns ○ Picking works in translation available as audiobooks, electronic access as well, beneficial for EL students, and leveled texts, graphic novel versions; we also have Bookshare and lexile matching texts ○ First year heritage spanish program. ○ 16 students tested, 13 earned the state bilingual seal, 3 earned the global bilingual seal (thanks Marcia and Russell!) ○ AI/copyright ○ SB163 - Tribal Regalia approved ○ Graduation robe exchange starting next year (ML to MP) • Updates/feelings from our student members ○ • Questions from student council ○ Graduation robes and graduation regalia • Questions from community ○ • Questions from school admin and GC ○ Teachers are in a weird situation, and we just want to help students grow. Sticking to what we believe and abiding by what we have here, and helping them grow to be more active so they don't lose faith in the political system. ○ Heading into hiring season - few positions posted
5:05-5:25	⌘ 20:00	Policy/Budget review • Governing Council Bylaws w CCPS Bylaws - DRAFT 01-17-2018.docx ○ Recommendations if all members resign ○ Recommendations if less than 5 members on GC (statutory minimum)

		■ Suggestion from policy committee: Exec. Dir. selects new members ● They shouldn't choose to protect the school and keep the separation between ED and GC ■ Defer to CLC? (The adults that have to walk in the decisions made.) ■ Role of ALC? Should they be involved? Split the responsibility with CLC? ■ Then what? ED ■ This does not apply for regular recruitment ■ Helpful resources: ● PCSNM, Building Better Boards with People of Color												
	⌘ 0:01	Old business ●												
	⌘ 0:01	New business ●												
5:25-5:27	⌘ 2:00	Review recommendations and preview upcoming items ● Lottery, Library policy updates, GASB 101 & paid leave liability (accounting) ○ We need to write an admissions policy for the IB Program (ML)												
5:27-5:30	⌘ 3:00	Closing ● Date/time for the following meeting - Tuesday, April 22, 4:30-6:00												
After Meeting	⌘ 5:00	Assess what worked well about this meeting and what we would have liked to change <table><tr><th>+ Plus</th><th>▲ Delta</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	+ Plus	▲ Delta										
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Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

For the month of March, the Equity Council had an abbreviated meeting to discuss the Governing Council bylaws regarding member resignation and illuminate issues of celebration and concern to the staff and student body.

In positive news:

- Lots of kudos to all the staff and students involved in the inaugural year of the Spanish Heritage program and those who took the bilingual seal exams (13 earned the state bilingual seal and 3 earned the global bilingual seal)
- CCPS has completed the first round of the Instructional Support Development process with the Center for Culturally Responsive Teaching and Learning. Two more to go!

Feedback on the Governing Council Bylaws on member resignation: Though it is required to have a plan in place should there be a mass exodus from or too few members on the Governing Council, the Equity Council would like to advise against having the Executive Director solely appointing new Governing Council members. We suggest that the Curriculum Leadership Committee bear the responsibility of recruitment and appointment of new members. Should the exodus arise from conflict, having another party, especially a variety of voices closer to the daily instruction within the school, may lead to more unbiased selection of members. The above should only apply in emergent cases.

Additionally, the Equity Council suggests Public Charter Schools of New Mexico and Building Better Boards with People of Color as potential sources of new Governing Council Members.

Regarding staff and and student concerns:

- With the passing of the new Instructional Materials Policy, there were suggestions regarding ensuring materials chosen not only provide diverse representation within the text but also diversity in access to the text (language, audio, graphic novel options, screen reading capabilities, etc.).
- The school will need to construct an admissions policy for the IB program in the near future
- There were concerns over how to hold space with students considering current events in social and political spheres. While the school should avoid politicization, many school perspectives may be unintentionally political given the climate. Staying grounded in our foundational documents is paramount. School can be a stabilizing presence and place of respite in a tumultuous world. We recognize that the Panorama survey states that students feel safe; however, the news and social media may contribute to students feeling otherwise. Teachers may also be feeling multiple things, but none more than the

need to be supportive of their students. Is there an appropriate way for school administration to reaffirm their support of developing an environment of belonging? A top-down approach, perhaps including scripts or resources may be helpful.

In closing, thank you for your continued support. If you have feedback, questions, or items you'd like to see added to the agenda, please reach out to the Equity Council leadership.

Equity Council Revised MEETING AGENDA

Tuesday, February 25, 2025, 4:30-6:00 P.M.

📍 Cottonwood Classical Preparatory School in Richie's Room and virtually at
meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Dria Ross, Isabella Serbin, Melissa Torres, Andrea Lopez, Jenny Boyd, Mandy Kraft, Ray Campos, Elisa Garnand, Meghan Lowe

Members absent: Kali Petties, Max Salaiz

Guests and other attendees:

Facilitator: Ben Garcia, Francine Binnert

Note Keeper/Timekeeper: Francine Binnert

MEETING OBJECTIVES:

- ☐ Offering guidance on policy and budget decisions through an equity-focused lens, aligned with the CCPS diversity statement
- ☐ Advocating for our community and fostering greater equity within CCPS by sharing our insights and perspectives

TO PREPARE FOR THIS MEETING, PLEASE:

- Read over any policies and documents provided in the agenda between and be ready to ask questions and/or discuss

SCHEDULE: [90 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities ● Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Featured cultural behavior: Dynamic attention span ○ Featured community information: Student Cultural Behavior Survey Data

		When I am focused in class, I ■ sit up straight, direct my attention to the front of the room and look at the speaker ■ may not look like I am paying attention, but I am <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Blue (Focus)</th> <th>Yellow (Not Focus)</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>31.6</td> <td>68.4</td> </tr> <tr> <td>7</td> <td>21.1</td> <td>78.9</td> </tr> <tr> <td>8</td> <td>29.1</td> <td>70.9</td> </tr> <tr> <td>9</td> <td>20.4</td> <td>79.6</td> </tr> <tr> <td>10</td> <td>16.7</td> <td>83.3</td> </tr> <tr> <td>11</td> <td>32.4</td> <td>67.6</td> </tr> <tr> <td>12</td> <td>18.2</td> <td>81.8</td> </tr> <tr> <td>Teachers</td> <td>52.4</td> <td>47.6</td> </tr> </tbody> </table>	Grade Level	Blue (Focus)	Yellow (Not Focus)	6	31.6	68.4	7	21.1	78.9	8	29.1	70.9	9	20.4	79.6	10	16.7	83.3	11	32.4	67.6	12	18.2	81.8	Teachers	52.4	47.6
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4:35-4:45	⌘ 10:00	Status report ● Review of last month's advisement for admin/GC ○ Admin feedback and response ● Current happenings in DEIB at the school ○ UNM will give additional credit for Spanish A! This is such a huge step toward building our Heritage Program, and allowing our students to get recognition for their Spanish level all the way from Spanish B SL and to Spanish A SL ■ Seniors only, they're meeting the benchmarks! ○ NDSU ○ Renaming of Equity Councils ("At-risk council, community council") ■ GC determines level of school's political activism																											
4:45 - 5:05	⌘ 20:00	Community feedback ● Staff concerns ○ Kudos for ELL teachers who are supporting students Ms. Jensen and Mrs. Torres, they can feel that we care for them ■ Dolores and Paul created form to help with student self-advocacy skills ■ Kudos to Meghan supporting students who will be in the IB program next year ● Is it possible to make it a DP-wide conversation to ensure that our																											

		curriculum and classrooms are accommodating and supportive ○ Yes! And there are lots of conversations happening in different spaces. Identifying needs and what's doable. ○ Keep an ongoing record so we know strategies that work ● Updates/feelings from our student members ○ ● Questions from student council ○ Just hosted the first led assembly! ○ Talked to LSU about their stole, student government may be able to help ■ CCPS owned robe for use by all students ● Questions from community ○ Very grounding to have this council ● Questions from school admin and GC ○ Admin trying to keep external noise at a minimum, moving forward with increasing student voice, being strategic about supporting kids (safety, sel, physically, curriculum, etc...) ○ Naming, don't know where the funding might come in and affect us ○ Under disruptions (sports medals) ■ Is this able to be changed, if not, it requires specificity.
5:05-5:55	⌘ 50:00	fPolicy/Budget review ●  CCPS Instructional Materials Policy ○ I appreciate this line: Cottonwood Classical Preparatory School only accepts requests for reconsideration from students, parents/guardians, current students, and employees. Are you a member of one of these groups? That way we don't get any hate from Moms of Liberty, etc ○ Does this also apply to choice reading in ELA classes, where a student would individually pick a book to read for a book report, or even for their own interest?

		■ These materials should comply with the instructional materials policy ○ Feedback suggests potentially controversial materials, warrant a warning to parents in the form of a letter explaining the reasoning behind the material being presented to the student, to include referencing this doctrine to align the schools philosophy and educational standards. Not just displaying the works on display. Would it be appropriate to possibly opt out of the material or provide an alternative to the student? ■ Opt out and alternatives are not always possible, but prior communication is ■ Who determines what is controversial ● Inflammatory and inviting controversy also ● Unduly adding stress ○ Should we limit complainants to students and families enrolled in the course? ○ I'm wondering if the teacher is able to share the list of [possible controversial] materials in advance of taking the class? This may allow more to be done to resolve the issue in advance so that instruction is not interrupted. ○ It seems like A LOT to review everything - can we have a nuanced approach for a textbook vs novels, for example? seems like having textbooks in a case is reasonable, but every novel for every grade is a different story ○ If others have to review what I do, I would rather it just be my department ○ Review process: keep it to the department it belongs to. CLC, public commentary, etc seems like so much. If it appears in a syllabus, parents should be reviewing that if they might have issues with what the school might do ○ What about articles, book excerpts, internet links? I supplement the science textbook with these things. It seems like this policy could be a slippery slope to ALL things we share in the classroom. This is cumbersome and undermines our professionalism. If there's a way to say... this just applies to books, that would be good. ○ Role of the syllabus, readings listed in a syllabus
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		■ I think this should be included in the syllabus. Ben made a great point earlier that providing expectations for incoming students/families may also be necessary. As a parent, I wanted my kiddos to go to CCPS to be challenged and expand their perspective in order to better prepare them for college....and for life for that matter ■ Yes, on book titles, but not a warning that they might be controversial. I agree... that it may be inflammatory. +1 ○ Communication with our community is important, but we also need to remember that the teachers are the experts in their areas and are selecting readings based on the criteria outlined in the document. +1 ■ Is there a way to make it explicitly clear that our teachers are the experts in the field who review their resources regularly? ○ “Core curricular materials” apply ●  Graduation Regalia Guidelines for Students ○ Bilingual IB diploma ○ New Mexico state bilingual seal ○ Undecorated caps ○ Student feedback (from relevant teachers)
(if time)	⌘ 0:01	Old business ● Level two discipline issues, Racialized Language from BEA ○  2024-25 Family Handbook ■ Should remain as level 2 discipline issue ■ Specific to racialized language
	⌘ 0:01	New business ●
5:55-5:57	⌘ 2:00	Review recommendations and preview upcoming items ● Handbook ● GPA and grade calculation
5:57-6:00	⌘ 3:00	Closing ● Date/time for the following meeting - Tuesday, March 25, 4:30-6:00

After Meeting	⌘ 5:00	Assess what worked well about this meeting and what we would have liked to change														
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Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

In the month of February, the Equity Council met to continue illuminating concerns and viewing school policies through a lens of equity. There were kudos for teachers in their support of ELL students, student government who hosted the first student-led assembly, and administration as they manage how to support students through this difficult season.

Regarding the CCPS Instructional Materials Policy: The discussion of the policy was robust. Please review the agenda for more specific information. The Equity Council had the following recommendations:

- Maintain the policy limiting reconsideration requests to students, parents/guardians, current students, and employees to prevent unnecessary external influence.
- Clarify whether the policy applies to independently selected reading materials, such as book reports or personal reading.
- Ensure that parental notification is proactive, with syllabi listing required readings rather than labeling materials as controversial. Though there was no consensus on the labeling of controversial material.
- Reinforce that teachers are the content experts selecting materials in alignment with school standards.

- Keep the decision-making authority on controversial content with subject-area teachers and departments.
- Avoid an excessive, schoolwide review process for all instructional materials.
- Use the syllabus as the primary communication tool for course expectations and required readings.
- Clarify whether the policy applies to books only or extends to articles, excerpts, internet resources, and other materials.

Regarding the Graduation Regalia Guidelines:

- The bilingual IB diploma and New Mexico state bilingual seal needs regalia, and opinions should be solicited from the students and instructors.
- Reconsider the option to disallow students from wearing medals and other unspecified academic and extracurricular regalia at graduation (in addition to robing)

Black Education Act Racialized Language Recommendations:

- Should remain as a level 2 discipline issue

Thank you for your continued support and partnership. As always, if there are questions or agenda items you'd like added, please reach out to the Equity Council leadership.

Equity Council Revised MEETING AGENDA

Tuesday, January 28, 2025, 4:30-6:00 P.M.

📍 Cottonwood Classical Preparatory School in Richie's Room and virtually at
meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Ray Campos, Kali Petties, Meghan Lowe, Jennifer Boyd, Max Salaiz, Bella Serbin, Mandy Kraft, Andrea Lopez, Dria Ross

Members absent: Elisa Garnand, Melissa Torres,

Guests and other attendees: Gregory Holland

Facilitator: Ben Garcia, Francine Binnert

Note Keeper/Timekeeper: Francine Binnert

MEETING OBJECTIVES:

- ☐ Offering guidance on policy and budget decisions through an equity-focused lens, aligned with the CCPS diversity statement
- ☐ Advocating for our community and fostering greater equity within CCPS by sharing our insights and perspectives

TO PREPARE FOR THIS MEETING, PLEASE:

- Read over any policies and documents provided in the agenda between and be ready to ask questions and/or discuss

SCHEDULE: [90 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities ● Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Featured ring of culture: Age ■ What kind of denim was popular when you were in high school? ○ Featured community information: Diversity Data Audit ■ 12th grade data similar to whole school data, shows that we are trending positively in support of students.
4:35-4:40	⌘ 5:00	Status report

		● Review of last month's advisement for admin/GC ○ Admin feedback and response ● Current happenings in DEIB at the school ○ CLR Training BG, FB, ACT, and PH with CCRTL in Santa Fe ○ CLR Binder Study in conjunction with CCRTL ISD process ○ Cultural Behavior Survey for students and staff to hopefully yield data on what is being validated and needs to validated in our community ○ Affinity Group Updates agreements, graduation regalia ○ Panorama survey data: We jumped from 10th-30th percentile for middle school (growing a sense of belonging), 10-20 percentile for high school ○ Increased partnership with SIPI, first few students will be signing up to take Navajo in the summer/fall ○ Students ranked us 99th percentile for physical and psychological safety
4:40 - 4:55	⌘ 15:00	Community feedback ● Staff concerns ○ Amanda Kraft Alexandria Ross Andrea Lopez Meghan Lowe ○ Concerned for the students regarding immigration and LGBTQ+ support, something we need to hold space for ○ Students being aware of their grade is good, but comparison is not (like with MAP testing), should we discuss a balance concerning grade? It's good to care, but maybe not so good to compare/anxiety ■ Narrative of coaching classes, SEL work around coaching classes ○ Meet the IB teachers day, supporting ELL students ■ Look at schedules to get them into a smaller English section ● We've done this for math

		■ Celebrating our Spanish program and their participation and success in Spanish A ::thumbs up from ML:: ○ Credit Recovery ■ How are we approaching this with students who are not native English speakers ○ Changes in graduation requirements (additional alternative pathways) ● Updates/feelings from our student members ○ Max Salaiz ● Questions from student council ○ Isabella Serbin Student government support of graduation regalia (stole, tassel, or cord), would help pay, gift to the students of the affinity groups ■ ML, rent/buy/reuse graduation regalia through PTO partnership ● Questions from community ● Questions from school admin and GC ○ Ray Campos Encouragement
4:55-5:55	⌘ 1:00:00	Policy/Budget review ● Credit Recovery ○ CCPS Credit Recovery - Draft Students are getting to be upperclassmen without completing their credit recovery. They will enroll in BYU and not see progress. The purpose is to expedite recovery and also provide support. ■ Translation and text to read options available through BYU ■ Who is the “guidance counselor”? ■ Financial aspect? If a family can’t pay, there are funds set aside for tuition reimbursement, a family will not be denied for financial ability ■ How much do students have a say in how they recover credits? What is the role of student advocacy in this policy? ● IB Coordinator meets with students to discuss the student/parent plan so they receive the full range of their options

		● Support services to include IB Coordinator, Assistant ED, or others meeting with family AND student to discuss planning and options ■ Is reclassification a part of this? Not at this time. Retaking at CCPS. ■ “Not yet achieved a passing grade” or “not yet had access to” instead of “failure” ● Gifted Education Policy ○ 2024-2025 Gifted Education at CCPS ■ Is it worth including that teachers are aware of the document and identification? For comfort and teacher awareness/ability to ask for assistance with differentiation. ■ If a student goes from CCPS to an APS school, they will not acknowledge the gifted IEP. ● Graduation Regalia Policy ○ Graduation Regalia Policy ○ From Advisement 23/24: “The Equity Council appreciates the more lax perspective taken regarding regalia for the 2024 Robing and Graduation Ceremonies. On the whole, we support students sharing their cultural identities, and allowing them to layer their cultural expression with their CCPS and IB regalia as they deem appropriate.” ■ Focus more on the process for approval than the actual regalia ● Don’t add more tassels. It doesn’t work ■ What is the difference between robing and graduation? ■ Who qualifies for wearing the regalia? Allies? ■ Defining the purpose of graduation and robing? ■ I think the kids who play sports will want cords or special tassels too. ■ Parent perspective: It’s such a small issue, it should be between the student and the family. As long as it’s not offensive, it should be okay.
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		■ Dria: perhaps the process should go through the affinity groups themselves? Maybe in Feb affinity group staff leaders and student leaders can get together in a formal meeting and agree upon regalia for that year (likely it will repeat, but this answers the question of what policy do we go through to determine what is worn and by whom) ■ Also, can allies wear regalia? For QSU this is a means of protection/safety, so can we add a qualification of participation for any affinity group?								
(if time)	 0:00	Old business ● Level two discipline issues, Racialized Language from BEA ○  2024-25 Family Handbook								
	 10:00	New business ●								
5:55-5:57	 2:00	Review recommendations and preview upcoming items ● Instructional Materials Policy								
5:57-6:00	 3:00	Closing ● Date/time for the following meeting - Tuesday, February 25, 4:30-6:00								
After Meeting	 5:00	Assess what worked well about this meeting and what we would have liked to change <table border="1"><thead><tr><th>+ Plus</th><th>▲ Delta</th></tr></thead><tbody><tr><td>Thank you Francine and Ben for being excellent leaders of the Equity Council. Good time management of important issues.</td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	+ Plus	▲ Delta	Thank you Francine and Ben for being excellent leaders of the Equity Council. Good time management of important issues.					
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Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

In the month of January, the Equity Council met to continue illuminating concerns and viewing school policies through a lens of equity.

Regarding the credit recovery policy: On the whole, this policy is a move in the right direction regarding support and accountability for students. There were a few concerns that were raised as a part of our conversation:

- Do students have a say in how they recover credits and what, if any, is the role of student voice and student advocacy?
- The word “fail” occurs multiple times. Would it be possible to account for students who have simply not yet taken the course? Perhaps “not yet achieved a passing grade” or “not yet had access to the course” would be better?
- Who are the supports? Specifically, who is a “guidance counselor” at CCPS? Naming positions and processes may help ensure the policy is enforceable.
- Ensuring there are no denials to families on the basis of financial ability is important.

Regarding the gifted education policy: From an equity lens, there was minimal discussion, just clarification. It was mentioned in the meeting that teachers may still receive documentation/awareness of students with gifted IEPs in Powerschool, but this is not clear in the policy. It is unclear if it needs to be.

Regarding graduation regalia policy: This policy should go back to the drawing board to detail procedures and not approved regalia. Identifying specific regalia may invite revisions to the policy year after year. There was a strong focus on allowing affinity groups to define parameters around wearing regalia and regalia for allies. Some members favored removing all restrictions around students wearing cultural wear, symbols of academic accolades, or regalia celebrating extracurricular achievements. It would be advantageous to know the overarching purpose of graduation and robing ceremony, and perhaps having the input of student government and the governing council would be helpful. Still, this policy needs substantial revision.

Other concerns raised at the meeting include the following:

- There is concern for our students regarding immigration and LGBTQ+ identity and a reminder to hold space for them.
- Upon receiving test scores, such as with MAP testing, students are engaging in comparison, and there is a negative narrative around coaching classes. Is there a way to

provide test scores that lessens this, and is there a way to engage in SEL work to reduce comparisons/anxiety and encourage a more balanced perspective?

- We already have small group math classes for those in 11th and 12th grade. Is there a way to provide a smaller English section as well? This may benefit our ELL students.

Thank you for your continued support and partnership. As always, if there are questions or agenda items you'd like added, please reach out to myself and Mr. Ben Garcia.

Equity Council Revised MEETING AGENDA

Tuesday, December 3, 2024, 4:30-5:00 P.M.

Virtually at meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia

Members asynchronous: Francine Binnert, Elisa Garnand, Andrea Lopez, Kali Petties, Melissa Torres, Meghan Lowe, Jennifer Boyd, Max Salaiz, Isabella Serbin, Mandy Kraft, Dria Ross

Guests and other attendees:

Facilitator: Ben Garcia

Note Keeper: -

Timekeeper: -

MEETING OBJECTIVES:

- ☐ Continue providing advisement on policy and budget, asynchronous format

TO PREPARE FOR THIS MEETING, PLEASE:

- Be in the headspace to reflect upon previous goals, practices, and functioning of the Equity Council
- Review all policy documents contained in the google form linked below

SCHEDULE: See below

TIME	MINUTES	ACTIVITY
4:30 - 5:00	⌘ 30:00	Optional “open hours” from 4:30-5:00
00:00-00:00		Status report ● Review of last month’s advisement for admin/GC ○ Admin feedback and response attached as comment ● Current happenings in DEIB at the school ○ Continued CLR training for staff coming 1/6
00:00-00:00		Community feedback Please feel encouraged to write your feedback here as a comment ● Student and staff concerns ● Updates/feelings from our student members ● Questions from student council ● Questions from community

		Questions from school admin and GC						
00:00-00:00		Policy/Budget review - Level two discipline issues, Racialized Language from BEA - Policy language must include: “Racialized aggression is defined as any aggressive act which can be characterized, categorized, or which appears as such to be racial in nature.”  2024-25 Family Handbook - Questions for consideration: Is this language sufficient? Would we like the policy language to extend further? Where is the best place to include it under level two discipline policies? - Please feel encouraged to write your feedback here as a comment						
00:00-00:00		Old business						
00:00-00:00		New business - Review of mailer from R. Campos and the Governing Council  Mailers (4).pdf (it is double-sided) - Please provide some feedback that might help with the intended audience						
00:00-00:00		Review recommendations and preview upcoming items						
00:00-00:00		Closing Tuesday, January 28, 2025, 4:30 – 6:00 P.M.						
00:00-00:00		Assess what worked well about this meeting and what we would have liked to change <table><tr><td>+ Plus</td><td>▲ Delta</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	+ Plus	▲ Delta				
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Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

In the month of November/December, the Equity Council had an asynchronous meeting with an option for face-to-face with Mr. Garcia during the normal meeting time. As a result, members were asked to respond virtually through Google Doc comments to the Black Education Act discipline policy changes, the recruitment mailer sent out to the greater Albuquerque community, and also generally share concerns about the community from their respective perspectives. Findings include the following:

- There was a concern about sports teams being exclusive due to barriers to access that may disproportionately affect groups including but not limited to those identified in the Yazzie/Martinez case and beyond.
- The discipline policy received feedback far beyond the scope of the required Black Education Act inclusion of anti-racist language. It is clear that discussion of this policy will require a synchronous meeting format and will result in recommendations for larger scale changes to the policy. For more information, please view the comments directly linked in the Equity Council agenda. We will continue providing insight as the conversation continues.
- There were considerations and recommendations made for future mailers to the larger Albuquerque community (and/or targeted areas); however, multiple voices and perspectives could be consulted in the future. Mailers should reflect the inclusivity and support that CCPS provides in content and design.

As always, please share concerns, questions, and recommendations for future policy review. Thank you.

Equity Council Revised MEETING AGENDA

Tuesday, October 22, 2024, 4:30-6:00 P.M.

📍 Cottonwood Classical Preparatory School in Richie's Room and virtually at
meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Ray Campos, Elisa Garnand, Kali Petties, Melissa Torres, Meghan Lowe, Jennifer Boyd, Max Salaiz, Isabella Serbin, Mandy Kraft

Members absent: Andrea Lopez,

Guests and other attendees: Marcia Elliott

Facilitator: Ben Garcia, Francine Binnert

Note Keeper/Timekeeper: Francine Binnert

MEETING OBJECTIVES:

- ☐ Continue providing advisement on policy and budget

TO PREPARE FOR THIS MEETING, PLEASE:

- Read over any policies and documents provided in the agenda between and be ready to ask questions and/or discuss
- Review member application (see email)

SCHEDULE: [90 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities Welcome, Mandy! ● Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Featured cultural behavior: Directness ○ Featured community information: Cultural Heritage Fair - CAS Project
4:35-4:40	⌘ 5:00	Status report ● Review of last month's advisement for admin/GC ○ Admin feedback and response ■ Bullying Wellness Programming in Advisory for middle schoolers ● Differentiate between conflict and bullying

		● 24 reports in StopIt!, 90% of reports are filed on behalf of others are resulted in remedy ● Current happenings in DEIB at the school ○ Student affinity group updates ■ Middle school sign ups for affinity groups ○ CLR training for staff (BEA aligned) ■ Identifying and VABbing cultural behaviors ■ Differentiating between culture and “disrespect” or discipline issues ○ Training in Courageous Conversations protocol to evaluate for use in advisory programming
4:40 - 4:55	⌘ 15:00	Community feedback ● Staff concerns ○ Amanda Kraft Students are hungry in advisory and ask for food (different students), can the Grab-n-go be made available somewhere at that time? Data for kids eating breakfast? Considering having offerings in the counseling office (the kitchen needs to close). EG to revisit in wellness meeting with CP. ● Updates/feelings from our student members ○ Max Salaiz ● Questions from student council ○ Isabella Serbin \$15 per ticket, student voice from student government isn’t enough (BG- maybe student government moving to Pack time or 8th hour), PTO funding free tickets discreetly, student reps visit advisories in order to get student feedback/input so more voices can be heard, also google forms. ● Questions from community ● Questions from school admin and GC ○ Ray Campos Other ways to encourage students from all over the city to apply and know they are supported
4:55-5:40	⌘ 45:00	Policy/Budget review

		•  Copy of Revised Graduation Pathway Working Doc... Explanation of differences in pathways, state requirements, IB requirements, etc... ○ “With the new requirements for IB Scholars we may see a drastic decrease in numbers for Yr 1 [languages].” ○ Appears to be a good start; some students may not be able to meet the requirements (circumstantial, learning disability, or other); best faith effort to support students we still need to make accommodations for students ○ This is an attempt to increase graduation rate across all groups; NMPED data is inaccurate, but reports that minorities and those with disabilities are not graduating ■ Hidden 3rd graduation pathway for students who need (state minimum) ■ Students get support for their individual needs to graduate. ○ Changes are good support for athletes and seniors who need more time; beneficial for new students finding their path through CCPS; flexibility is beneficial to everyone ○ Intentionality in providing opportunities • Language Policy ○  CCPS Language Policy Updated 2021 ○  DRAFT CCPS Language Policy October 2024 ○ Marcia Elliott Meghan Lowe Melissa Torres Building Heritage Spanish program with the intent of more inclusion in Spanish, current conversation with UNM, adding bilingual seal (even in other languages, trying to connect to Native American/Indigenous population) ○ “I do like the language of "mother tongue support". Is there a downside to offering all students to pursue other languages even if the other language is not their mother tongue---is it an expense issue?” ■ IB lens = “mother tongue development”, so this is a place to start. Can it be opened more later? Are there resources or do logistics allow for this? ○ “Here are 3 questions/concerns passed on to me by a member of the Languages Department. 1. How is "home" language determined? 2. If we rely on community experts for teaching certain languages (ie native languages), should we then rely on these
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		same community experts to measure what is acceptable for "mastery" or meeting the requirements. 3. Who makes up the committee that is making the case by case decisions for students who are looking at other pathways for languages?" ○ “I like the idea of offering Navajo as a language offering at CCPS. Is there capacity to do that on campus?” ■ Elective where students work in small groups to learn a new language. ■ “I think Navajo definitely needs to be an option” ○ Lots of positives, intentionality toward equity is clear ○ “Sign language would be an awesome option for a language course.”								
	⌚ 0:00	Old business ●								
5:40-5:50	⌚ 10:00	New business ● New member application (DR) ○ Approved								
5:50-5:55	⌚ 5:00	Review recommendations and preview upcoming items								
5:55-6:00	⌚ 5:00	Closing ● Date/time for the following meeting - 📅 Equity Council Meeting								
After Meeting	⌚ 5:00	Assess what worked well about this meeting and what we would have liked to change <table><tr><th>+ Plus</th><th>▲ Delta</th></tr><tr><td>Appreciate Marcia joining us to share info about Language Policy</td><td></td></tr><tr><td>Shared leadership with Francine and Ben</td><td></td></tr><tr><td>Yes, I concur, wonderful joint leadership of the council & a</td><td></td></tr></table>	+ Plus	▲ Delta	Appreciate Marcia joining us to share info about Language Policy		Shared leadership with Francine and Ben		Yes, I concur, wonderful joint leadership of the council & a	
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Yes, I concur, wonderful joint leadership of the council & a										

		special thanks for sharing information about the Language Policy. How wonderful for our students! Active participation amongst majority of members It felt like a good balance of expertise and the CCPS community members. Thoughtful contribution.	
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Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

In the month of October, the Equity Council had our second full-council meeting, and largely focused on reviewing the **Language Policy** and **graduation requirements** through a lens of equity, as specified by our diversity statement goals: “Make equity a lens with which we view, develop, and remediate school policies and procedures.”

Regarding the graduation requirements: The feedback highlights a commitment to equity by adapting graduation pathways to meet diverse student needs. It’s clear that changes are intended to align with state graduation and IB criteria, but could lead to fewer students enrolling in Year 1 language courses. While these changes aim to improve overall graduation rates for traditionally underserved students (which has been inaccurately reported in NMPED data), some students may still struggle to meet the requirements due to individual circumstances. There should be equity in implementation including providing accommodations and intentional support for students’ unique graduation pathways. It’s helpful to know there is still flexibility for students who may need fewer credits to graduate, if needed.

Regarding the Language Policy: This policy has many layers affecting operations, curriculum, and more, far beyond the scope of the Equity Council. The staff members responsible are clearly passionate, thoughtful, and have a love of students, language, and school mission at heart.

Efforts to build a Heritage Spanish program reflect a broader commitment to equity, aiming to make language learning more inclusive and relevant for diverse student backgrounds. Partnering with UNM and exploring a bilingual seal demonstrates a focus on honoring students' cultural identities, particularly for Native American and Indigenous populations. The IB concept of "mother tongue development" is a promising foundation, with questions remaining

about accessibility, funding, and expanding options for all students, including those whose first language differs.

To support equitable language pathways, is there consideration around defining "home" languages and potentially involving community experts both in teaching and in determining proficiency standards for indigenous and heritage languages? Additional questions focus on who will decide, on a case-by-case basis, the appropriate pathways for language study. Proposals to offer languages like Navajo and American Sign Language, or to allow students to learn new languages in small group electives, are seen as highly positive steps that embody a clear intent to expand inclusivity and cultural relevance.

Feedback on both policies was mostly positive with reasonable concerns, and it's clear that the school is making strides to become a more equitable place in terms of policy development and program implementation.

Other concerns raised at the meeting include the following:

- Students are still hungry during advisory, and there has not been a tenable solution since this issue was brought up last year. One EC mentioned bringing this issue to Wellness again and pushing for some change.
- Is there a way to facilitate communication between student government and the PTO to ensure students can access free/discounted event tickets in a discreet manner?
- As we continue to move forward, we should consider ways students from all over the city can access, apply, and know they will be supported at CCPS.

Thank you for your continued support and partnership. As always, if there are questions or agenda items you'd like added, please reach out to myself and Mr. Ben Garcia.

Equity Council MEETING AGENDA
Tuesday, September 24, 2024, 4:30-6:00 P.M.

📍 Cottonwood Classical Preparatory School in Richie's Room and virtually at
meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Ben Garcia, Francine Binnert, Elisa Garnand, , Kali Petties, Melissa Torres, Meghan Lowe, Jennifer Boyd, Max Salaiz, Isabella Serbin (Shane Yara)

Members absent: Andrea Lopez

Guests and other attendees:

Facilitator: Ben Garcia

Note Keeper: Francine Binnert

Timekeeper:

Equity Council MEETING AGENDA
Tuesday, September 24, 2024, 4:30-6:00 P.M.

📍 Cottonwood Classical Preparatory School in Richie's Room and virtually at
meet.google.com/att-gmyf-dpm

MEETING OBJECTIVES:

- ☐ Continue providing advisement on policy and budget

TO PREPARE FOR THIS MEETING, PLEASE:

- Read over any policies and documents provided in the agenda between and be ready to ask questions and/or discuss

SCHEDULE: [90 minutes]

TIME	MINUTES	ACTIVITY
4:30 - 4:35	⌘ 5:00	Intro activities ● Grow our knowledge of DEI, CLR, and our community and develop a common language. ○ Featured cultural behavior: Communalism (We is more important than the I) - Collective success, group as a whole to succeed (vs individualistic) ○ Featured community information: Student affinity groups (hold off until current happenings)
4:35-4:45	⌘ 10:00	Status report ● Review of last month's advisement for admin/GC (based on form we filled out for last meeting) ○ Admin feedback and response ■ Mr. Garcia/Mrs. Binnert co-leading, division of responsibilities to better support the EC ■ Takeaways: ■ Areas of improvement: upholding equity in daily implementation of program, equity as a lens for policy/procedures ● Additional areas to potentially focus: diversity of staff, ● Title IX - long, add age, ■ Response - gratitude, summary brief for public consumption for Title IX?, admission of use of generative AI

		○ CLR data collection ● Current happenings in DEIB at the school ○ Student affinity group updates ■ ASU, BSU, LSU, NASU, QSU, WSU ● All groups started by students, 100+ students signed up, protected time during Advisory every other week ● Additional affinity student groups being considered ■ Start with HS and then offer to MS ● MS sign up starts in October ■ ILEP are in their initial stages of implementation ● Individualized Language Education Plan - English Lang Learner, accommodations focused on language support (thank you, Mrs. Torres!)
4:45 - 4:55	⌘ 10:00	Community feedback ● Student and staff concerns ○ Staff: appreciate that affinity groups have a time slot that is dedicated time in our schedule (has been a long time coming and is a huge step forward), NMPED paying for IB testing!, shout out to Mrs. Torres for supporting ELL students, watching Heritage Program growth is amazing (kudos to Russell for coordination efforts); Alliance-based groups, not identity based - not particular to identity ● Updates/feelings from our student members ○ Max Salaiz - protected time for affinity groups is great, but may be rushed and may miss time to be able to catch up with teachers ○ Students can join multiple affinity groups, may need to split time - In a few months, Mr. Garcia/Mrs. Binnert plan to revisit whether they need more time, perhaps a weekly meeting? ○ WTP Comp Class - can they participate in affinity groups? Yes, they have that choice

		○ Affinity groups are really great, how can we make something similar for neurodivergent students, students with disabilities? - can link to Lopez, Youngman or Garnand to see if students have been asking for this type of support group, could be a grassroots creation like the affinity groups; sensitive to student needs and whether they want to embrace this piece of their identity more publically At a previous school, Ben saw a teacher start an “Anxiety Anonymous” group where students could come together to practice breathing exercises ● Questions from student council ○ Isabella Serbin (Shane Yara representing) - exceeded goal for Homecoming \$ by about \$1000 - implemented a donation method this year from community, usually set aside \$150 for students who could not afford tickets, but the donation brought in about \$1000 toward this fund this year ○ Student Gov created a new position 8th grade Chairman - voting board member in MS for the first time ○ How do students access dance tickets if they cannot afford one? ■ Email PTO directly - keeps private ○ Mr Garcia - want to create more time for students in Student Council - 8th period on a Friday? Pack Time? Advisory isn’t enough time and we want them to have more time to do their great work ○ Homecoming was planned in 3 weeks and was chaotic and hard with such a time crunch, and couldn’t always follow all procedures due to limited time and turnaround - Advisory is too limited; concern about whether could do as a Pack due to the focus of Pack Time ● Questions from community ○ Great support going for ELL students, growth of focus DEIB, affinity groups (maybe add Mental Health Matters group?), so glad that CCPS listens
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		to kids and that we are responding to their needs, happy to see EC work unfold ○ Andrea went to PAC meeting and asked for IDEA-B funding ideas - thank you ○ Ben sent an email about a bullying app and parent appreciated it, thinks it could benefit our community, especially with the groups of students EC focuses on ○ Mr. Garcia - app is working, seeing a lot of conflict behavior reported, some threats and bullying reported, student can directly talk to Ben without anyone knowing that discussing is happening ● Questions from school admin and GC ○ Benjamin Garcia Ray Campos ○ How do we attract, recruit and retain more diverse teacher population? Clear line for student population map that shows South Valley and International District are not well represented in our student body; Mr. Garcia and Mr. Rodriguez will begin a focus on recruitment in these areas ● Please feel free to ask for follow up on any of the issues raised here
4:55-5:25	⌘ 30:00	Policy/Budget review ●  Student Personal Non-Computer Electronic Use Poli... ○ Voted on this last year, but has come up as a concern that middle school students may need more restricted access - big trend in education, is CCPS going to similarly further restrict? ○ From an equity lens, would further restricting use support students? ■ Link between cell phone use and mental health, want to be able to communicate with students but don't want student to be playing video games etc at lunch/have access at lunch - in my heart, I wish there was less access ■ Almost a classroom management question - not every teacher will have the same approach, situational and based on relationships with teachers sometimes

		● Accessing students can be done via calling CCPS ● Power struggle around restrictions ■ Student who helped to draft original policy is surprised to see this back for discussion, is we restrict cell phone usage during passing and lunch, will lead CCPS toward a more tech free campus and there was a lot of concern from students about this ● Emergencies, students who drive ■ Some students do not have access to tech at home (don't have it, restrictions by parents etc) and make an effort to work during lunch; level of maturity inherent in this policy that seems age appropriate ● How can we further teach responsibility with tech? ● Learner and core of a person - focus on this vs limiting (ie phone pocket jails) that doesn't teach a lesson ■ Concerns about staff use of tech - if we limit student access at lunch, passing, would we restrict for teachers? ■ Question: is the request to review this policy coming from parents? Teachers? ● Mostly coming from new parents ● Mr. Garcia does not see cell phone use as a major issue that needs addressing at this time ■ Policy concerns (brought up last time we opened the policy discussion- how would we enforce? Would need to change student handbook and determine further questions about who could confiscate a phone, for example, and if a phone is stolen while under possession of admin, who is liable? What disciplinary actions would be taken? ■ Could we do some parent education sessions? Parents can restrict their student phones ■ Violations - should we reconsider? No mention of supports, just discipline ■ Can we reframe more positively? ● Internal Report Tracking Policy based on  CCPS Grievance Policy.pdf *
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		○ Needs further development to have clear process for ■ Students ■ Parents/Caregivers/Guardians ■ Staff ■ Community Members (for example, business upset that student is parking in their parking lot) ● How can we be clear about who this includes? For example, a group that has no connection to the school wants to ban a book - is this covered in this process? ■ Intentional means for each stakeholder to express concern and accountability for us to go through due process ○ What should be considered when creating this policy? Clear that currently missing stakeholders, how do we equalize process for all stakeholders? ○ “Caring about the voice of people when they bring their concerns...” not that we invite grievances, but that we want self-advocacy, supportive tone ○ Grievance Committee - could be situational, ie a threat assessment would include counselor and an outside org? ○ How to make this as unbiased as possible?
	⌘ 5:00	Old business ●
5:25-5:45	⌘ 20:00	New business ● Membership (MK) ○ Vote on a new member ■ Please treat applications with confidentiality ■ 7 people filled out the EC rubric vetted by EC and PED) ■ Amanda Kraft is added to EC based on vote via chat (7 votes) ● Non-Spanish Heritage Language Discussion. Should we accept dual language courses from UNM for Dine? Conversation. ○ Wondering if this would give a student a language credit and not an elective? (this is certainly on the table) ○ Pro languages and heritage languages, but there are a lot of pieces to think through:

		■ Precedent to allow student to pursue their heritage language as a language credit ● If we offer to speakers of Dine, we need to offer to students of other language origins and how accessible are those programs? ● Would CCPS pay for these or do families? ● + a lot more questions, want to roll out well if we do this ■ Would this open an option for other subjects? ■ What about languages that are not heritage languages? ■ Current CCPS Language Policy												
5:45-5:50	⌘ 5:00	Review recommendations and preview upcoming items ● Advisement: present the variety of things admin should consider when addressing the various topics we discussed ● Mrs. Torres and Mrs. Binnert are going to a PED event this week to learn about the Language and Culture Division and links to DEIB												
5:50-6:00	⌘ 5:00	Closing ● Date/time for the following meeting (October 22, 2024 @ 4:30)												
After Meeting	⌘ 5:00	Assess what worked well about this meeting and what we would have liked to change <table><tr><th>+ Plus</th><th>▲ Delta</th></tr><tr><td>We got a lot done! Thanks for great facilitation!</td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	+ Plus	▲ Delta	We got a lot done! Thanks for great facilitation!									
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We got a lot done! Thanks for great facilitation!														

Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

In the month of September, the Equity Council had our first hybrid meeting, and celebrated many of the school's recent successes in DEIB including student affinity groups, individualized educational learning plans, ELL program, heritage language program, prioritization of student voice and support of grassroots initiatives. Furthermore, the Equity Council discussed and provided feedback regarding the following policies and procedures at CCPS:

- **Cell Phone Policy:** The discussion centered around the potential need to further restrict cell phone use for middle school students due to growing concerns. There's debate over whether such restrictions, particularly during lunch and passing periods, would benefit students from an equity and mental health perspective. While some argue that reducing access to phones might teach responsibility, others don't see cell phone use as a major issue. Key points include:
 - Concerns from parents pushing for tighter restrictions, while students fear it could lead to a tech-free campus.
 - There's a connection between mental health and cell phone use, but limiting access might create power struggles and inconsistencies in classroom management.
 - Some students use lunchtime for work as they lack access to tech at home, highlighting equity concerns.
 - Issues of enforcement, liability, and disciplinary actions around confiscating phones remain unresolved.
 - There are suggestions for parent education rather than simply disciplining students, with a focus on teaching responsibility over restrictive measures like phone jails.
 - Finally, there's a question about whether similar restrictions should be applied to staff if applied to students.
- **Grievance Policy (as a predecessor to the Internal Report Tracking Policy):** The discussion highlighted the need for a clear and equitable process for addressing concerns from various stakeholders, including students, parents/caregivers/guardians, staff, and community members. It emphasized the importance of defining who is included, such as whether outside groups with no direct connection to the school (e.g., a group wanting to ban a book) are part of the process. This included:
 - Establishing clear procedures for each stakeholder group to express concerns.
 - Ensuring accountability and due process when handling grievances.
 - Recognizing that certain stakeholders are currently missing from the process and working toward equal representation for all.
 - Emphasizing a supportive, self-advocacy approach rather than inviting grievances.
 - Considering the creation of a situational grievance committee, including relevant professionals (e.g., counselors for threat assessments).

- Ensuring the process is as unbiased and impartial as possible.
- Ensuring the Executive Director is also beholden to the grievance committee, where appropriate.
- **Non-Spanish Heritage Language discussion on accepting dual language courses from UNM for Dine.** The initial feeling from the group seemed to be that students should be able to pursue heritage languages, but there are many, many concerns outside of the realm of the Equity Council (Academics Committee, IB, New Mexico graduation requirements, implications for other languages and subject areas, etc... Much needs to be sussed out including the language of the Languages Policy, of which most of the committee was largely unaware. Review of this policy is recommended.
- And though it was mentioned in the last advisement, can school administration provide an update regarding bullying policies and discipline? Should AI be included in a discussion of this type, and do we need to reevaluate given our new reporting tool (STOPit).

Thank you for your continued support and partnership. As always, if there are questions or agenda items you'd like added, please reach out to myself and Mr. Ben Garcia.

Equity Council Revised MEETING AGENDA

Tuesday, August 27, 2024, 4:30-5:00 P.M.

Virtually at meet.google.com/att-gmyf-dpm

TOPIC:

- Evaluation of policy and procedures to serve the CCPS community and sustain the EC

Members present: Francine Binnert, Ben Garcia, Kali Petties, Jenny Boyd

Members asynchronous: Meghan Lowe, Melissa Torres, Max Salaiz, Elisa Garnand

Guests and other attendees: John Binnert, Heather Blanchard, Bella Lopez

Facilitator: Francine Binnert and Ben Garcia

Note Keeper: -

Timekeeper: -

MEETING OBJECTIVES:

- ☐ Continue providing advisement on policy and budget, asynchronous

TO PREPARE FOR THIS MEETING, PLEASE:

- Be in the headspace to reflect upon previous goals, practices, and functioning of the Equity Council
- Review all policy documents contained in the google form linked below

SCHEDULE: See below

TIME	MINUTES	ACTIVITY
4:30 - 5:00	⌘ 30:00	Complete Google Form on your own time [asynchronous] Optional “open hours” from 4:30-5:00
00:00-00:00		Status report
00:00-00:00		Community feedback
00:00-00:00		Policy/Budget review
00:00-00:00		Old business
00:00-00:00		New business
00:00-00:00		Review recommendations and preview upcoming items
00:00-00:00		Closing ● Date/time for the following meeting

00:00-00:00		Assess what worked well about this meeting and what we would have liked to change <table><tr><td>+ Plus</td><td>▲ Delta</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	+ Plus	▲ Delta				
+ Plus	▲ Delta							

Advisement: Recommendations, findings, and questions to share with administration and the Governing Council (and relevant committees)

The Equity Council will be co-led by Principal Ben Garcia and Librarian/DEIB Coordinator Francine Binnert. Responsibilities will be split according to the document previously shared with school leadership ([available here](#)). The Equity Council will not be undergoing another procedural review at this time, though there are some identified areas for improvement including soliciting more community feedback. Support in this area would be greatly appreciated.

The group identified two areas of improvement (from the [Diversity Statement](#)) that should be a focus for the 2024-2025 school year:

1. Uphold equity in the daily implementation of our educational program, especially for our students who use special education services.
2. Make equity a lens with which we view, develop, and remediate school policies and procedures

Other areas of consideration include recruiting staff who are reflective of the student body, seeking and implementing the use of inclusive texts, and assessing bullying protocols.

Concerning the Title IX policy, members expressed understanding the need for a new policy given the new rules; however, could the document be shortened and more impactful as well as consider age?

Per our procedures, "Meeting agendas will be determined by the Equity Council lead based on the Equity Council requirements provided by NMPED, Yazzie-Martinez initiatives, and the school's strategic plan." Please share with Mr. Garcia upcoming policy reviews and other agenda items of a systemic nature for our future meetings when they arise. Please note that we are also assessing/onboarding new members at this time, so this may also take up some of our agenda time.

Thank you for your support and transparency.