

From: John Binnert <john.binnert@cottonwoodclassical.org>
Sent: Tuesday, November 15, 2022 7:06 PM
To: Schools, Charter, PED
Cc: ALC; Rath Casey; Burt, Rebekka, PED; R. Daniel Castille
Subject: [EXTERNAL] Response to CCPS Preliminary Renewal document
Attachments: Equity Council Readiness Assessment (1).pdf; Cottonwood Classical Notification Letter Chair 111022.pdf

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Greetings,

In response to the preliminary renewal document and PEC's notice of possible issues of concern (attached), please note the following:

- 2.a. Educational Program response
 - CCPS does not use a "pull out" model; this statement is inaccurate. It seems to be based only on supposition from staff members' comments during a focus group rather than being verified by myself or another member of the administrative team. We use a combination of inclusion and small-group math and ELA courses to support our students with disabilities, and we have expanded our staffing for special education over the last few years, particularly relative to the number of students needing support. Our federal funding for special education (IDEA-B) does not even cover the salary of one full time special educator, and yet our budget makes space for two full time special educators *and* a full-time educational assistant dedicated to special education support. While we are more than willing to discuss this further and present additional detailed information about our support of special education students at the hearing in December, including potential growth areas, we ask that the inaccurate statements be removed or at least recontextualized to make it more clear that the concern is coming from an informal conversation rather than verified engagement or evidence

provided by school administration. That would better delineate the issue as one of internal understanding of our own processes, rather than a misrepresentation of our actual processes.

- 2.e. Equity & Identity response
 - Please see the attached readiness assessment, completed by CCPS and submitted to PED in Fall 2020. Our Equity Council is one of the few we know of among charter schools that has met regularly over the last several school years, and our Equity Council is in the process of a second assessment. We believe we have met and even exceeded the requirements of the CLR mandates, and we are happy to engage further on this matter as part of the hearing or through formal engagement in the interim weeks.

Thank you. We appreciate your consideration.
John

John J Binnert, M.S. Ed.

(he/him/his)

Executive Director

Cottonwood Classical Preparatory School

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Identity, Equity, and Transformation Division

District/Charter School Executive Director's Equity Council

District	Cottonwood Classical Preparatory School
District Code	001769
District Type	District Charter
Superintendent/Charter School Executive Director	John Binnert
District Equity Council Coordinator /Lead	Andrea Lopez, CARISA PETRIE

Martinez/Yazzie Readiness Assessment

1. Serving English Learners

1. Our district/charter school follows state regulation in the English Learner identification process as well as state policy as outlined in the Language Usage Survey (LUS) Guidance Handbook. (STEP 1)	Usually	
2. Our district/charter school ensures that all English Learners are identified in accordance with state regulation and policy and reported in the Student Teacher Accountability Reporting System (STARS).	Usually	We use information coming from other districts and from STARS.
3. Our English Learner program is designed for English Learners to become proficient in English as measured by the state's annual English language proficiency assessment. (STEP 3)	Seldom	CCPS has teachers certified in TESOL who can assist students who are ELL.

4. Our English Learner program is designed for English Learners to participate meaningfully in ALL instructional programs with language supports. (Step 4)	Usually	CCPS uses scaffolded instruction to support ELL.
5. Our English language development teachers are trained and qualified to teach English language acquisition for English learners.	Always	TESOL certified teachers are trained and qualified to teach ELL.
6. ALL our content teachers are trained to support English Learners in their content classes. This includes teachers who teach honors and advanced placement (AP) courses as well as teachers in gifted services.	Always	All teachers at the school receive professional development in scaffolding instruction for ELLs.
7. Our district/charter school provides grade-level support throughout the school day for English learners, which includes programming beyond placing students in a classroom with a Teaching English to Speakers of Other Languages (TESOL)-endorsed teacher.	Always	
8. Our district/charter school provides grade-level appropriate resources and materials for English Learners throughout all classes and programs.	Usually	Resources provided based on language necessity.
9. Our district/charter school provides grade-level appropriate instructional materials to all teachers that support our English language development course.	Always	
10. Our district/charter school has a long-term professional development plan focused on English learners that has a lasting positive impact on the classroom practices of each teacher.	Always	Professional development is focused on the International Baccalaureate program.

11. Our district/charter school provides PD to ALL teachers on language supports and sheltering content for English Learners. This includes teachers in honors and advanced placement (AP) courses as well as in special education and gifted services.	Always	PD is focused on scaffolding instruction for ELL.
12. Our district/charter school has procedures that are implemented so that ALL teachers have the English language proficiency assessment results of each English Learner student in their classroom.	Always	Any results are represented to teachers.
13. Our district/charter school provides professional development to ALL teachers so that they understand how to use English language proficiency data to inform their instruction.	Usually	Using data effectively is part of our professional development plan at CCPS.
14. Our district/charter school has procedures in place to ensure that assessment data such as the English language proficiency assessment results are used to make decisions about instruction.	Always	
15. Our district/charter school creates conditions where programs or services are planned, designed, implemented, and evaluated respecting and accounting for our English Learner students' and families' cultural and linguistic values and heritage.	Always	The school supports conditions for ELLs such as small class size, licensed teachers in the subject areas, and has family programming to assist families.
16. Our district/charter school's curriculum includes units of study, courses, or programs that are centered on the knowledge and perspectives of our communities' ethnicities and reflects the narratives and points of view rooted in their lived experiences	Always	As an IB World School, we focus on units exploring diversity. Instruction is scaffolded as needed.

17. Our district/charter school uses the standards, guidance, monitoring, and compliance resources provided by the NMPED to support English Learners.	Always	We follow the NMPED guidelines.
18. Our district/charter school's strategic plan includes English Learners and sets professional development goals for ALL teachers to have the skills to serve English Learners in their classrooms.	Always	The strategic plan specifies inclusion of diverse populations at the teaching and learning level.
19. Our district/charter school ensures that ALL English Learners receive adequate instruction, including effective English language development, regardless of student participation in a state-funded Bilingual Multicultural Education Program (BMEP).	Seldom	Students at CCPS receive support from a TESOL teacher, rather than direct instructions, as CCPS prioritizes classroom inclusion of all students.
20. English Learners (EL) in our district/charter school have equity in accessing gifted services, honors courses and advanced placement (AP) courses, and there is parity in participation in such services and courses as compared to never-EL students.	Always	As a college prep school, students take the same rigorous classes, with support as needed.
21. Our district/charter school reports to the NMPED Student Teacher Accountability Reporting System (STARS) three times a year during the data snapshot dates the English language development services provided to each English Learner.	Always	We always report data to STARS.
22. Our district/charter school administers the state-approved English language proficiency assessment (ACCESS for ELLs or Alternate ACCESS) annually to each English learner.	Always	ACCESS is done during the Spring semester.

23. Our district/charter school keeps sufficient documentation of the EL identification process and annual English language proficiency assessment (ACCESS for ELLs or Alternate ACCESS) per state policy as outlined in the Serving English Learners	Usually	The information is available, however needs to be accessed via the registrar.
24. Our district/charter school continues to monitor the academic progress of exited English Learners (reclassified fluent English proficient students) for two years after they achieve English language proficiency.	Always	All students are monitored for their academic progress through grades, MAP testing, and standardized test results.
25. Our district/charter school provides at least a 45-minute English language development block every school day that is differentiated based on the English language proficiency level of the English Learners.	Never	Students receive support instruction from a TESOL certified teacher, as needed.
26. Our district/charter school implements the NMPED's English Language Development Instructional (ELDIF) Framework in every English Language Development course.	Never	CCPS does not have an English Language Development course.
27. Our content area teachers use the state-adopted WIDA English Language Development Standards for language objectives and supports in every content course.	Seldom	
28. Our district/charter school participates in the free WIDA Consortium-offered self-paced eLearning that supports educators and administrators through six different eWorkshop modules.	Never	
29. Our district/charter school has a process to identify parents who are limited English proficient and offers free, effective language assistance that includes a competent interpreter proficient in the language that the parents prefer to communicate in.	Usually	Offering families assistance in their native language is part of our At-Risk plan.

2. Serving Native American English Learners/Native American Students

30. Our district/charter school employs a director or coordinator with expertise in serving Native American students.	Never	The number of NA students is under 1%.
31. Our district/charter school employs a director or coordinator who specializes in English Language Development and has expertise in serving Native American students.	Never	The number of NA students is under 1%.
32. Our district/charter school administrators and educators with expertise and knowledge of Native American language and culture incorporate Native American culture and language and historical contributions into the general curriculum.	Usually	The NA culture is represented and incorporated into units of study.
33. Our district/charter school employs staff, including Indian Education directors, English Language Development and Special Education teachers and administrators that support learning needs of Native American English Learners.	Always	If there is a Native American English Learner, then they are supported by such staff.
34. Our district/charter school uses materials that support the development of oral and written academic English for Native American English Learners and account for language arts, science, social studies, and math.	Always	CCPS uses CCSS and IB-aligned standards to support development of oral and written academic English.
35. Our district/charter school collaborates with sovereign Nations, Tribes, and Pueblos to ensure the maintenance of languages for Native American students.	Never	The school principal, John Binnert, has contacted local pueblos for the development of the Equity Council and CLR curriculum.

36. Our district/charter school consults and collaborates with sovereign Nations, Tribes, and Pueblos on all the development of curricula and related decisions that impact Native American students.	Never	The school principal, John Binnert, has contacted local pueblos for the development of the Equity Council and CLR curriculum.
37. Native American students in our district/charter school have equity in accessing gifted services, honors courses and advanced placement (AP) courses, and there is parity in participation in such services and courses as compared to other students.	Always	All students have access to gifted services, IB courses, and rigorous materials.
38. Our district/charter school provides professional development to ALL teachers on how to serve Native American students. This includes teachers in honors and advanced placement (AP) courses as well as in special education and gifted services.	Always	The staff has been provided CLR professional development in the past year.
39. Our district/charter school uses the NMPED's Tribal consultation guidance documents, or the Navajo Nation's Tribal Consultation manual and documents as applicable	Never	
40. Our district/charter school consults with sovereign Nations, Tribes, and Pueblos when reviewing data and structuring our annual strategic plan.	Never	We haven't done so, yet.
41. Our district/charter school complies with recent legislation that requires sovereign Nations, Tribes, and Pueblos are consulted when schools are opened or closed on tribal lands.	Never	We are not on tribal land.
42. Our district/charter school has conducted a needs assessment to determine what services Native American students need to assist them in graduating from high school and becoming career-and-college-ready.	Always	All students have needs assessment to determine services needed for college matriculation.

43. Our district/charter school provides professional development for ALL educators focused on academic outcomes and culturally and linguistically responsive academic proficiency for Native American students.	Always	All staff is trained in CLR practices for diverse populations.
44. Our district/charter school reviews Native American students' academic growth, proficiency rates and progress via multiple measures in all core content areas, English language proficiency for English Learners and school climate to inform instruction.	Always	The school reviews academic growth for all diverse populations on a regular basis to inform instruction.
45. Our district/charter school ensures that district/charter school-level leaders carefully read and understand the requirements of the Indian Education Act.	Always	Administrators attend training and are aware and understand the requirements.
46. Our district/charter school ensures that principals carefully read and understand the requirements of the Indian Education Act.	Always	
47. Our district/charter school ensures that teachers carefully read and understand the requirements of the Indian Education Act.	Seldom	

3. Serving Students with Disabilities

48. Our district/charter school follows the New Mexico Technical Evaluation and Assessment Manual (The New Mexico T.E.A.M.) in the educational evaluation processes.	Always	T.E.A.M. is always followed.
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49. Our district/charter school follows the guidance in The New Mexico T.E.A.M. when assessing students who are culturally and linguistically diverse to ensure that a student's language needs are distinguished from a student's disability related needs.	Always	T.E.A.M.s always followed.
50. Our district/charter school ensures that all district and school staff understand that students may exit from services. If the student is no longer eligible, s/he exits the Individual Education Program (IEP) and is monitored for academic progress.	Always	
51. Our district/charter school partners with businesses and communities to ensure that students with disabilities have equal employment opportunities to earn comparable wages in their community to those available for people without disabilities.	Always	
52. Our district/charter school has participated in training on the vocational transition process for students with disabilities, beginning at age 13.	Always	
53. Our district/charter school ensures that a Special Education Director(s) participate in the webinars and trainings provided by the NMPED.	Always	
54. Our district/charter school provides professional development to ALL teachers about learning opportunities in the general-education curriculum that is inclusive and effective for all students (least restrictive environment).	Always	
55. Our district/charter school provides special education teachers with specific professional learning on effective methodologies to teach reading.	Always	

56. Our district/charter school provides professional development for all teachers focused on serving students with autism.	Always	
57. Our district/charter school provides professional development to ALL teachers so that students with disabilities can achieve at high levels when provided with instructional supports and accommodations in ALL classrooms.	Always	CCPS is fully inclusive.
58. Our district/charter school's Individualized Education Program (IEP) teams ensure that students with disabilities (SWD) are educated with students without disabilities to the greatest extent possible, and improves outcomes for students.	Always	CCPS is fully inclusive.
59. Our district/charter school's Individualized Education Program teams discuss the whole child including the English language proficiency level of English Learners with disabilities.	Always	
60. Our district/charter school uses assessments that accurately and appropriately measure the academic growth and performance of students with disabilities.	Always	
61. Our district/charter school implements high-quality (per Instructional Materials Bureau guidance) curricula and instructional supports that incorporate the principles of universal design for learning to meet ALL students' needs.	Always	Materials are CCSS and IBA aligned.
62. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with deafness.	Never	We don't have students with deafness.

63. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with deaf-blindness	Never	Wedon'thavestudents withdeaf-blindness.
64. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with a hearing impairment	Always	
65. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with an intellectual disability.	Never	Wedon'thavestudents with intellectual disabilities.
66. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with an orthopedic impairment.	Always	
67. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with other health impairments.	Always	
68. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with a serious emotional disturbance.	Always	
69. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with a specific learning disability that includes Dyslexia.	Always	

70. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with a speech language impairment.	Always	
71. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with a traumatic brain injury.	Always	
72. Our district/charter school provides professional development to ALL teachers on how to support and successfully implement the Individualized Educational Program (IEP) of students with visual impairment, including blindness.	Always	
73. Developmental delay is considered a disability under special education for children ages three (3) to nine (9).	Never	We are not an elementary school.
74. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students with autism.	Always	
75. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students with an intellectual disability.	Never	We don't have students with intellectual disability.

76. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students ages 3-9 with developmental delay.	Never	Wedon'thavestudents between 3-9.
77. Our district/charter school understands the underrepresentation of students with disabilities in charter schools, and is committed to equitable enrollment processes.	Always	
78. Our district/charter school ensures that ALL teachers understand what procedural safeguards (parents' rights) are.	Usually	
79. Our district/charter school ensures that ALL parents of students with disabilities are taught about procedural safeguards (parents' rights) in culturally and linguistically responsive ways in a language they understand.	Always	
80. Our district/charter school ensures that ALL teachers have access to the Individualized Education Program (IEP) of ALL students with disabilities on or before the first day of school.	Always	
81. Our district/charter school ensures ALL staff has participated in de-escalation training.	Seldom	Theschoolislookinginto de-escalationtraining.
82. Our district/charter school's strategic plan includes a focus on the least restrictive environment for students with disabilities.	Always	
83. Our district/charter school provides professional development to principals and other leaders about the Individuals with Disabilities Education Act (IDEA).	Always	

84. Our district/charter school provides professional development to ALL teachers about the Individuals with Disabilities Education Act (IDEA).	Always	
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