

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF CULTURAL ARTS ACADEMY CHARTER SCHOOL

A meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held at 1400 Linden Boulevard, Brooklyn, New York 11212 on December 18, 2019.

IN ATTENDANCE:

Henry Clouden III, Treasurer
Shirley A Glasgow, Secretary
Cheryl Pemberton-Graves, Vice-President
Chrysetta Patterson, Member
Dr. Laurie B. Midgette, Principal

VOTE

The financial statements of Cultural Arts Academy Charter School were prepared by Stuart Sabal and presented by Henry Clouden, Treasurer. The Board reviewed related statements of activities and cash flows for one month, with the accompanying supplemental information. These statements were discussed in detail. There is sufficient cash to fund monthly operations.

PRESENTATION - CAACS Specially Designed Instruction (SDI) Model

CAACS is implementing specially designed instruction; that is, the instruction provided to a student with a disability who has an IEP in order to help him/her master IEP goals/objectives. The specially designed instruction is what will be implemented in addition to all educational and support services that every student is eligible for in order to help the student achieve his/her annual IEP goals. Specially designed instruction is the supplemental special education service(s) the student needs because of his/her disability. Each CAACS SWD's IEP will specify what specially designed instruction the student will receive, including the frequency, duration, and location of the service(s).

This model provides an opportunity for specific instruction in Mathematics and Language Arts that is delivered to the student, not differentiated instruction, accommodations, active learning strategies or other activities designed to facilitate learning for all students. It is closely monitored to ensure that the intended results, i.e., a reduction in the learning gap, are being achieved.

- Picture or Model of Experience - Students draw a pictorial representation about their specific Mathematical or Language Arts experience.
- Symbolic Representation - Students show the mathematical concept learned through invented or traditional symbols to represent their specific thinking.

MATH EXAMPLE - The teacher may also instruct students to deconstruct math word problems into bulleted steps in order to make solving easier; this student is required to receive the word problem presented in that format.

ELA EXAMPLE: While the teacher may read directions to all students on a regular basis, some students may need to read items aloud during class, and utilize graphics and vocabulary posted around the classroom and in the textbook. The IEP team might identify specific strategies and instruction that eliminate the impact of the student's reading disability on his/her instruction.

Submitted – Shirley Glasgow, Board Secretary