

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

A virtual meeting of the Board of Trustees of the Cultural Arts Academy Charter School was held on April 15, 2020 using freeconferencecall.com.

IN ATTENDANCE:

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

The meeting was called to order at 6:30 pm with a quorum present.

THE CAACS EDUCATIONAL CONTINUITY PLAN

Cultural Arts Academy Charter School at Spring Creek has communicated online and take-home resources for scholars and parents on healthy practices to prevent spread of the flu, such as regularly washing hands for at least 20 seconds, coughing into elbows, and staying home if they feel sick. We have provided direct links to the CDC's, NYCDOE's and NYSED's websites as additional resources. As an addendum to our CAACS Emergency Response Plan our responses prior to our school closing have ranged from:

- Increased communications about keeping symptomatic scholars home;
- Coordinating scholar hand washing and increased cleaning of hard surfaces such as doorknobs and desks;
- The cancellation of extra-curricular events;
- School closure.
- Google Classroom for our elementary scholars and online programs to increase their numeracy and literacy skills.
- Knowing that some of our scholars may not have access to technology and many older scholars do not live in homes with Internet connectivity, our plans require individualized solutions for some scholars.

In any situation, such as a community-wide quarantine that required the closure of all schools for more than just a few weeks, CAACS will make every effort to continue providing educational programming to our scholars in an age-appropriate manner. Doing so is important to maintain learning and to provide scholars with a sense of normalcy and a positive focus during a stressful situation. To date, we have accomplished the following:

1. Provided supplemental educational resource lists during the two-week school closure for our CAACS scholars;

2. Provided teachers with professional development on technology tools and distance learning curriculum development for Google Classroom;
3. Developed protocols for services and accommodations for our students with disabilities (SWD's);
4. Developed digital classrooms and procedures for distance learning;
5. Prepared technology for distribution to families in need;
6. Prepared a technology support system for teachers and students to use when we launch.

Our CAACS Continuity of Learning Plan includes the technologies we will use to continue teaching, as well as how our scholars will return to school after the emergency ends. The Technology Team catalogued all on the mobile technology in the building. We made the following equipment available for the purpose of distance learning:

- iPads – 60
- Chromebooks – 77
- iMacs - 36

Total: 173

Need: 82 additional mobile technologies

Successes

- Scholars are happy to engage with their peers, professors and *some* of the assignments
- Professors have gained capacity for Google Classroom and are able to navigate challenges successfully
- Professors are attentive and supportive to the parents and scholars needs
- Assigning lessons at the top of every period helps to keep the scholars engaged in learning throughout the day
- Scholars appreciate knowing there are breaks throughout the day

Issues/Challenges

- The learning curve for our parents and guardians is steep for many, a gentle slope for some and level ground for others, which stems from the actual lessons and/or knowledge of Google Classroom platform
- Initially, there were parent concerns about scholars delayed submission of classwork being penalized

Corrective Actions

- Regarding Google Classroom capacity, we will continue to provide parents and guardians with access to Google Classroom tutorial videos along with support throughout the day from the professors and the instructional leadership
- Regarding concerns about scholars delayed submission of classwork being penalized, parents have been informed that scholars will not be penalized for delayed submissions as we understand the dynamics within home environment

may cause challenges. Parents will be asked to communicate any challenges to the professors.

Students With Disabilities (SWD's)

- The Director of Student Support provided our Guidance Counselor with a Counseling Session Template to document outreach and communication.
- The CAACS Director of Technology created an email group for our mandated SETSS scholars:
- The following resources to the SETSS providers:

Re-Opening Plan

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible and return to the “business of learning” as quickly as possible. CAACS will focus on students, staff and the building, and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment. Our action steps will include:

- Identifying recovery roles and responsibilities and training requirements as outlined in our amended school safety plan.
- Assembling the Building Response Team and plan post-incident recovery led by the CAACS Principal and Incident Commander.
- Delegating the Director of Student Support, Leader in Me Coordinator and the guidance staff to coordinate and lead our social-emotional learning recovery efforts.
- Delegating the responsibility of keeping our students, families, and the Board of Trustees informed to the Director of Data and Technology and our Ed-Tech Media Specialist.
- Strategically targeting continuous deep cleaning and sanitizing our building, led by our Facilities Manager and custodial team.
- Providing an assessment of the emotional needs of staff, students, families, and responders and determining whom needs intervention and what interventions will be employed led by the Student Support Team and Medical Teams. The Student Support Team will also provide stress management during class time for scholars and staff. Those with more severe reactions will be referred for evaluation and possibly counseling. CAACS will offer preliminary counseling services to scholars and staff; however, pre-screened and credentialed community service providers may be consulted for interventions.
- Conducting daily debriefings with school leadership and others assisting in recovery.

Re-establishing the normal CAACS school culture as well as teaching and learning is essential to the recovery and re-opening process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal processes. We will use all described communication methods to keep the school

community aware of the transition process. We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures. Our School Leadership, Student Support and Building Response Teams will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The teams will meet to de-brief and determine lessons learned.

Submitted – Shirley Glasgow, Board Secretary