

# CHARTER SCHOOL OF INQUIRY

Academic Committee Meeting Minutes  
 Meeting Date / Time: 2:00 p.m., Friday, January 22, 2021  
 Minutes Recorded By: Peter Dow

<b>Committee Chair:</b> Peter Dow			
<b>Committee Members</b>	<b>Name</b>	<b>Present</b>	<b>Excused</b>
	Marguerite Battaglia	x	
	Peter Dow	x	
	Marie Giancarlo	x	
	Nichelle Gray	x	
	Anne Henry		x
	David Hetherly	x	
	John Sheffield	x	
Mary Jo Pfeiffer	x		

## MEETING AGENDA, MINUTES AND ACTION ITEMS

Agenda Item	Discussion	Action Item	Responsible Party	Due Date
<b>Remote Learning Progress Report</b>	John Sheffield recounted the myriad challenges involved in transitioning to hybrid instruction. He described it as potentially “messy and ugly,” resulting in the loss of facetime with teachers due to their having to divide their time between in-school and out-of-school instruction. In some cases teachers are required to teach from home as a result of quarantining or medical exemptions. Non-teaching staff are having to proctor classes. Behavior is a problem. Parents of SPED children are claiming they are only getting two days a week of instruction. Nevertheless there is pressure from the SED, the governor, and President Biden to return to	<b>Await Further Developments</b>	<b>John Sheffield</b>	

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<p><b>Academic Update:</b></p>	<p>school.</p> <p>John thinks we need to face the fact that children will fall behind this year. Mary Jo said there is no way we can make a decision at this point. We need to sit tight and wait until next month when we know more what the state is planning and what support the Biden administration will provide. Nichelle reported that she has friends whose children are in hybrid situations that are begging to go back to virtual instruction. At least virtual instruction is consistent. They can plan their lives knowing where their children will be. Decision: No fast moves. Wait for more information. Nichelle pointed out that even the bus drivers are reporting problems because they can only have a maximum of ten students on the bus at one time. What will happen if all schools go back?</p> <p>Marie reported that winter benchmark testing will be carried out in the next two weeks and the midyear report from Star will be going out in mid-February. It will contain a letter explaining the RTI process and the RTI provider's name and contact information. It will explain the skills that will be worked on for the next twelve weeks, the six weeks progress report, and provide "tips and tricks" for parents to support their children such as reading with them, cooking with them, retelling a story, etc. Parents are</p>	<p><b>Midyear Star Testing</b></p>	<p><b>David Hetherly and Marie Giancarlo</b></p>	<p><b>January 25<sup>th</sup> through February 12<sup>th</sup></b></p>
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<p><b>Academic Goals for 20-21</b></p>	<p>encouraged to contact the classroom teacher, the RTI specialist, or Marie if they have concerns or questions. Marie’s letter also talks about “next steps,” what we can do if the child is not making adequate progress.</p> <p>Mary Jo asked that we gather data on parent responses to the letter and Marie said that two copies will be sent with one to be returned. She also said that teachers keep logs of parent contacts so that data can be gathered as well. Mary Jo asked Marie to share with the committee sample copies of the letter to parents. All this information will be valuable in reporting to the State CSO. Marie pointed out that gathering the Star data remotely has its own challenges as we are not able to supervise the testing directly and have to monitor it remotely. Marguerite asked about the consolidated reports, which moved us to the next agenda item.</p> <p>David Hetherly presented a summary of the academic goals for ELA and Math for the next two academic years (see attached.) He noted that, in addition to the goals presented earlier, these include growth goals as well as absolute goals. He also noted that, because it is unlikely that the state will be administering tests this year, we will probably have to rely on the Star assessments to determine student</p>	<p><b>Data Collection and Analysis</b></p>	<p><b>David Hetherly and Marie Giancarlo</b></p>	<p><b>February 15</b></p>
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<p><b>Update on BOCES Professional Development</b></p>	<p>performance and progress. He also noted that, given the handicaps imposed by remote instruction during the Covid-19 pandemic, it will be difficult to meet the goals established for this year. This means there will be an increased pressure for student academic performance when the school returns to a normal learning environment. There followed considerable discussion of how performance is being tracked and how the committee can see and discuss the results. Peter stressed the importance not only of seeing the data but learning how the school is responding to the data. It was clear from the discussion that the committee has little data to review until after the midyear assessments that are going to be administered over the next two weeks.</p> <p>The State has expressed interest in how we assess the impact of the BOCES professional development. We have conducted teacher surveys with limited results, but when John, Marie, and David visit classrooms they are looking for evidence that the strategies discussed in the workshops are actually being put into practice. Mary Jo noted that these classroom observations are probably more convincing than teacher self-reporting. It may also be useful to have written reports from the BOCES consultants, without naming names, of course.</p>	<p><b>Classroom Visits</b></p>	<p><b>David Hetherly, Marie Giancarlo, and John Sheffield.</b></p>	<p><b>Various</b></p>
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<p style="text-align: center;"><b>Parent, Teacher, and Student Surveys (Diane Bessell)</b></p>	<p>This is such a difficult year that it is hard to imagine what information will come out of the survey. John says it can't be a traditional survey if we want it to be useful. Mary Jo said that we need something to show the State. We also need to know what supports we need to transition kids back into the building. We could also ask teachers how we can better support them. Action: John will get Diane Bessel to put the survey together.</p>	<p style="text-align: center;"><b>P, T, &amp; S Surveys</b></p>	<p style="text-align: center;"><b>John Sheffield and Diane Bessell</b></p>	<p style="text-align: center;"><b>Spring Term</b></p>
<p style="text-align: center;"><b>Strategic Goals: Update of Goals for Board and State</b></p>	<p>Mary Jo had a series of questions about how we are measuring our goals. (e.g. How effective is the family support team; how are we measuring the effectiveness of teacher professional development; if we develop a plan, should we not append the plan, etc.) Mary Jo said she would write out her concerns and send them to the committee. (See attached.)</p> <p>Marie explained the goals of the February 5<sup>th</sup> workshop on the African American Cultural Corridor. John said that we don't need a standard African American curriculum. We need to have a "teachable moment" approach which can never become a curriculum. Mary Jo pushed back and said that in order to get our charter renewal we</p>	<p style="text-align: center;"><b>Measure Impact of Strategic Plan</b></p>	<p style="text-align: center;"><b>Mary Jo Pfeiffer</b></p>	<p style="text-align: center;"><b>To Be Determined</b></p>

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<p><b>Strategic Goal Five</b></p>	<p>need an African American curriculum. How do we capture the living curriculum? We agreed that we need a task force to help us implement the African-American curriculum. The challenge is to define and illustrate what we mean by infusion. John said that the school is a living example of what the founders envisioned as African American infusion, and anyone walking into the school can see it. Nichelle said, "The reason I sent my children to this school is that it felt like home." Mary Jo said "We have enough to memorialize it. We just need to get some outside help to do it." Action: Form Task Force. John to guide the process.</p> <p>Creation of Task Force: We already decided to do it!</p> <p>The meeting adjourned at 3:50 p.m.</p>	<p><b>Formation of African-American Infusion Task Force</b></p>	<p><b>John Sheffield</b></p>	<p><b>Spring Term</b></p>
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