



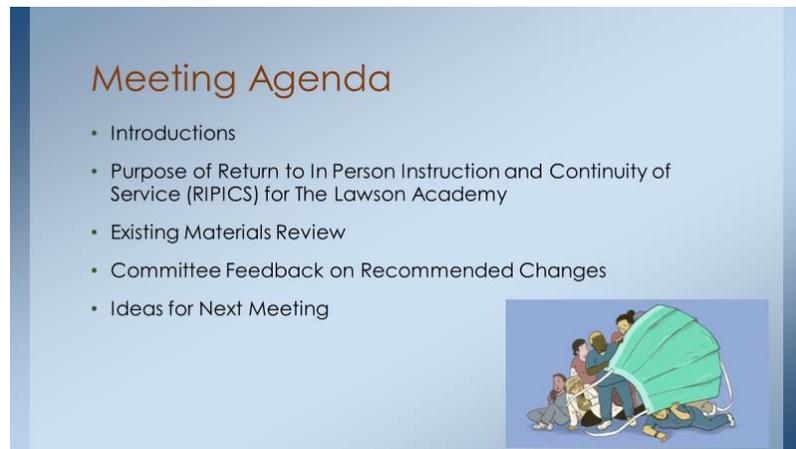
THE LAWSON ACADEMY

Return to In-Person Instruction and Continuity of Service Stakeholder Community Meeting March 31, 2022

This transcript is from the March 31, 2022 RIPICS Meeting held via Zoom to review and revise the Summer, 2021 RIPICS document at The Lawson Academy. Copies of the meeting slides and a recording of the Zoom session are available.

Superintendent Lawson: The reason we are recording is because the minutes of this meeting become a part of the TEA record. It is something we will be able to go back to as your input is incorporated into the next draft of the Return to In-person Plan. It is important that everyone feel comfortable to speak in this meeting. This is not the school telling you stuff. This is all of us talking together about the best way to provide for continued instructional success during COVID in the months and years that follow. Okay.

MEETING AGENDA SLIDE



We have a very brief agenda and thank you, first, for all coming on this morning and for being so timely. We'll do some quick introductions so that everybody kind of knows who all is on the call, the names that are in your list of participants. Then, we are going to talk to the reason that there is a RIPICS. Why that exists in the state of Texas, and probably across the country, and then we'll look at the actual materials themselves.

This meeting is really for you to be able to give us some information to improve our materials, to improve our school's response. So, you're going to have an opportunity to talk, and to give input, to ask questions and do whatever you feel is helpful to us as a school. Consider yourself, now, a part of the Community Stakeholder Committee. You'll be, hopefully, involved in other meetings every six months, just like this one. And, we'll look at plans for next meeting.



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INTRODUCTIONS SLIDE

Introductions

- Campus Personnel
 - Superintendent Cheryl Lawson
 - Principal Dr. Marthea Raney
 - Instructional Coach Ms. Smith
 - English Teacher Ms. Brooks
 - Edgenuity Teacher Ms. Nickerson
 - Accelerated Learning Coach Ms. Provost
 - Science Teacher Mr. Sow
 - Special Education Director Ms. Hutchinson
- Parents & Community Members
 - Board Chair Mary Ramos
 - Board Member Terence Frederick
 - Community Member Mary Williams
 - Parent Sharlene Bates
 - Parent Nedra Cheatham
 - Parent Sabrina Dearman
 - Parent Scotty Golden
 - Parent Crystle McDonald
 - Parent Shelia Pruitt

So, we start with introductions. I am Superintendent Lawson. I know that there are other people on here from the school, so what I'm going to do is to just give everyone a chance to speak in turn. I'm not going to take the camera off or take the video off because then you won't know the names. Just go down the list and say good morning to us, so we know you're here.

Dr. Marthea Raney, Principal, The Lawson Academy

Ms. Dovie Smith, Instructional Coach, The Lawson Academy

Ms. Deborah Nickerson, Girls Campus Edgenuity Teacher

Ms. Mary Ramos, WALIPP Board Chair

Ms. Andreka Provost, Accelerated Learning Coach, The Lawson Academy

Mr. Thierno Sow, Science Teacher on the Boys Campus

Ms. Terrell Hutchinson, Special Education Director

Mr. Terry Frederick, Board Member, WALIPP

Ms. Mary Williams, Community Member

Mrs. Sharlene Bates, Grandmother

Ms. Nedra Cheatham, my grandson goes to Lawson

Mrs. Sabrina Dearman, parent of two students at Lawson Academy

Ms. Crystle McDonald, parent

Ms. Shelia Pruitt, parent of 7th grade boy

Ms. Katherine McCoy Brooks, English Teacher, Girls Campus

Mrs. Gale Stewart, Parent Liaison and Administrative Assistant, The Lawson Academy

Mr. Scotty Golden, parent (was on mute)



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Superintendent Lawson: I want to say for all of the folks at The Lawson Academy, how much we appreciate your taking your time this morning to be a part of this important stakeholder community. We thank you for your willingness to be a part of it but also for your input. As I've said before, I'm only part of this conversation, you guys are also part of it. I'm going to move us through the agenda. Is there anyone who I didn't call on who has come in? I don't want to leave anyone out.

Okay, we will move on.

PURPOSE OF RIPICS SLIDE

Purpose of RIPICS

- Created for the opening of in-person instruction Summer, 2021
- Supported by the Texas Education Agency and monitored as part of the American Rescue Plan
- Focus on Health and Safety (students, families and staff)
- Continuity of Services, particularly around social/emotional and mental health needs
- Available in Spanish on the Academy website
- Maintaining the RIPICS as conditions change

First, I want to explain that the reason that the Return to In-Person Instruction and Continuity of Service materials were required was exactly because of COVID-19. All schools in Texas, and certainly across the nation, but we're only concerned about Texas, were required to prepare for in-person instruction during the summer of 2021. It was and is a part of the investment the Texas Education Agency is making in schools through the federal funds called the American Rescue Plan. And in order for us to make sure that we are doing everything, for example having good ventilation in the buildings, that was something that was funded under this federal money called the American Rescue Plan or ESSER. There are several things in the RIPICS, when we get into it, that you'll see.

A lot of emphasis has been placed there on Health and Safety. That is, as you can imagine, post-COVID, the biggest concern that all educators had was "are our buildings safe, will our students be safe, are we going to be able to ensure that our staffs are going to be appropriately able to do their work without having risk of COVID infection. And then, the emphasis on continuity of services so that students who had been in their homes for a year, or maybe even longer, would be able to receive the social, emotional and mental health supports that are



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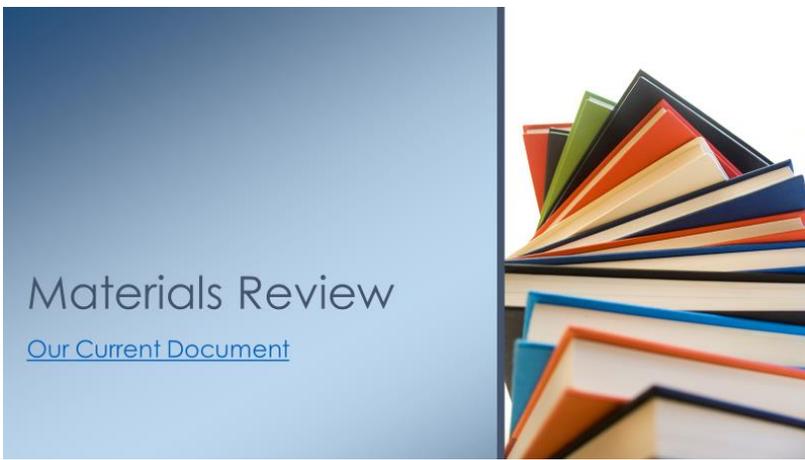
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necessary following this kind of emotional and medical trauma that the whole nation has endured.

So, those are the two key areas in the RIPICS. That's why the RIPICS was needed, to make sure that schools didn't just open the doors and everything as before. But instead that we, as schools, were very sensitive to these two key areas of concern: Health and Safety and Continuity of Educational Services. There is a Spanish version of the RIPICS that sits on the Academy website. Nearly all of our students are English-speakers, yet there is a requirement that we provide it in an alternate language for families, perhaps, whose parent or guardian speaks Spanish as their primary language.

Finally, we are responsible as a school, under the Texas Education Agency, to maintain the RIPICS. So, over the next two-three years, we're going to be continually meeting every six months, talking through what changes are appropriate. Making those adjustments, updating them on our website and making sure that we continue to respond to what the needs are given COVID and post-COVID.

MATERIALS REVIEW SLIDE



What we're going to do, and I sent out the actual current document each time I sent an email, so you've already seen it. What we're going to do is we're going to look at the current document. This is not a long document, it's 12 pages or so, it's not very long. And, we're not going to read every page. I know that all of you have had an opportunity to open it up on your computers, but you may not have had a chance to print it. So that's why I wanted to kind of go through it.

RIPICS DOCUMENT

First off, can you see my screen? "Yes"



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Okay, so I'm just going to scroll down this thing. It's not a brilliant document, it's just a document. I've talked about a little bit of why RIPICS was created. This simply summarizes that it has to be revisited. We started the RIPICS for the 21-22 school year. But as you can see, it goes on to 23-24. So, it has a life, it will go on for three plus years.

There are three key questions or issues that are asked that are defined in the RIPICS. One is health and safety. The second is continuity of services. The third is the ability to review and revise. We are, today, in the third area, reviewing and revising.

There is a lot of language in here that is blue. That means that there is a hyperlink to some other documents. I'm not going to use the links and go off to the all the documents because we'd be here for four hours reading all of the federal documents and all the state documents. What is important is that as a result of COVID, there are state requirements. For example, our governor has not mandated the use of masks. At The Lawson Academy, we use masks. If students don't wear them, don't have them, we give them to them. Certainly, the same is true for adults. It's not mandated by the governor, but it is implemented at our school to insure the safety of our student and of our staff and our visitors.

There is a section that talks about physical distancing. You know that our students have been separated since COVID so that seats are not nearly as close together as they were pre-COVID. And, we also have physical barriers in the classroom separating the desks to try reduce the opportunity for airborne infection as a result of students in classrooms. We also have smaller class sizes to make it less likely that there is too many students in a room than can easily be accommodated given social distancing.

There is handwashing and respiratory etiquette. There are signs all over. There is sanitizer all over. All of our students are requested to wash their hands frequently. Obviously, there is things like etiquette on coughing. Some of this stuff is sort of routine and it's part of all schools' plans, but it is, as you can see, part of ours as well.

Then there is the facilities cleaning schedule. There's a high touch surfaces are constantly disinfected; all the rooms are cleaned and disinfected. We use spray sanitizer as well as physical wiping as a part of what we do. We minimize student access to the restrooms so that they don't go all through the day or crowd into the restroom. Instead, they have assigned restroom breaks. And, between restroom breaks there's specialized cleaning. And, we do that because actually, the restrooms are the most high-risk area in the school. Because of the fact that it's restroom use. And so, we try to manage it by making sure children don't go in groups larger than is appropriate for the spaces that we have.



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In the summer of 2021 we installed ventilation equipment in classrooms and in the common spaces to increase air flow. We're really grateful that this year we've had no COVID outbreaks. Dr. Raney told me she thinks it's very much in part because of the good ventilation in our school. So, kids just don't have a chance to get sick because we're constantly cleaning the air with 99.9% cleanliness throughout the days. And, that's important.

Now, then there's the other thing about what happens if a child, or a family member, is in contact with someone with COVID. There are specific protocols. The stay-at-home period may be from 10 days or fewer and we require a negative COVID test prior to the return of either students or staff. We have had individuals in our school, whether adult or student, who have had close contact with COVID. We have had a small number of students who have gotten COVID, but nearly in every case they were at home and away from school when their COVID diagnosis was announced and there was no opportunity for a student infection. We did do, across the school when needed, contact tracing to let every parent know if a student in their class was identified as COVID-positive. And of course, students didn't return until they were COVID-negative and could prove such with a doctor's note. The same for our staff, a couple of people got COVID over the last two years. They weren't able to return until they had been proven to be COVID-negative.

Now, this section on diagnostic and screening is really the most important thing. What we do is every single day, there are student kiosks that measure student temperature. We have continued to use that throughout the process of the return for students. Also, staff uses a kiosk, an adult-sized kiosk, and if you come to the campus as a parent, they'll have you also test your temperature at the kiosk. There are questions that get asked across the school, for teachers and for students. And that is to make sure that no one says "yeah, I've gotten sick or I've been in close contact with someone who is sick".

We did make available community vaccinations through the newsletter. Honestly, we didn't get enough parents who said they wanted to vaccinate their kids to schedule our own vaccination center. We were willing to do that. And, we've always continued to provide additional support for children with disabilities.

Somebody's raised their hand (the person was muted and did not respond).

I'm going to have Ms. Hutchinson add anything more on students with disabilities, if necessary. She's our Special Education consultant. Ms. Hutchinson, is there anything you want to add on the accommodations for students with disabilities?



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Special Education Director, Ms. Hutchinson: No, The Lawson Academy has done a wonderful job accommodating for students with disabilities. We've been in constant communication with our parents. Just trying to make sure we're meeting their social and emotional needs. Addressing any learning loss. So, kudos for just making sure that population is included. We've done a great job doing that.

Superintendent Lawson: Thank you very much. I want you all to know I did not pay Ms. Hutchinson to say nice things about us.

Obviously, if we have any COVID cases, we report them. That's sort of a standard things we do with the Department of State Health Services. And again, most of the cases that we've had have been offsite and have not impacted any students or staff other than the one who has reported themselves, and has generally been at home when they reported it. During Christmas break, I think I had two teachers or staff members who stayed home and unfortunately, they got sick and they had to recover and quarantine during their Christmas break.

The next and final section deals with Continuity of Services. This has a lot to do with students returning to the schools after COVID's 2020-2021 in-home school. So many of our students came back with higher than normal academic needs. Perhaps, for example, if they were fifth graders and their elementary school did not have fully synchronous instruction during the 20-21 school year, they came back to us farther behind than would have been normal. The same is true from students that came from other schools. Even The Lawson Academy students – 100% of our students did not attend every day, online. Even though we were teaching synchronously, so a teacher was in the room teaching, it doesn't mean that every student was learning last year. So, a huge part of what we focused on this year is getting kids on or appropriate to their grade level. It's a big job. Because, again, some kids lost a year or more because of COVID. In addition to all of the social emotional needs, because that's a big part of what our focus has been this year.

And then, and Ms. Hutchinson mentioned it already. The issues around student and staff social emotional and mental health needs. I will tell you that we hired a counselor, she came to us from Catholic Charities. She just went off to have her first baby a few days ago. We're going to have another person who will serve as interim for the next couple of months as we get through the end of this school year. Because we recognize the importance of having someone on property who could support students. And as a result of that person, her name is Ms. Duarte, being with us through the fall and the early part of the spring, and the interim person, that's a huge investment we made and we believe is important. There are students who have selected



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or been recommended by their parent or their teacher for in-house support. I don't want to call it counseling, so much – she calls herself therapist – but the role of that has been important for students who needed someone to talk to and to work through issues that they are focused on.

We did not bring a wraparound specialist, specifically, we brought in a counselor. We were hard-pressed to find someone who could do the wraparound supports that we were looking for. But it is something that we plan to look at in the 22-23 school year. I read in the Chronicle today that education is struggling to find enough professionals with these skills to support all the schools in our state. Most, if not all of our schools, are understaffed in the area of counseling and wraparound. So, we are not unlike other schools. But it's certainly something that we are committed to.

We've made some decisions as a result of not being able to staff it, and that was we've invested in tools. Mr. Penson, who is a teacher on our campus, has done a wonderful job of adopting Habitudes. As a strategy, we've done things in our P.E. classroom schedule. So, we've done things to support students with counseling and support around support groups. But, we've done them without a human being, in all cases, in order to do that.

I talked already, a little bit, about the students who have not been on grade level. A big part of what we did this year, as well, was to adopt the Panorama survey. For all the parents that are on here, or grandparents, you've already seen Panorama survey results because we sent information home. And, during our SLED conferences this month, we also provided the Panorama survey data. It allowed us to look at students' performance issues: why does a child demonstrate, in this survey, that he has a low growth mindset? That helps us to look at what do we need to do to support those students. So again, part of what we've been doing through this year is to incorporate tactics and strategies to improve student performance and to recover or enhance their social emotional and mental services needs.

So, I've talked about a lot of things, I'm not going to go through every one of these sentences, because all of you have had an opportunity to do that. But, I wanted to just pick a few of them and talk out loud about some of the things that we've done in class or in support of students through staffing, because we think that's hugely important in the post-COVID environment.

And then, the last of the sections is how do we review and revise this? Well, today is the way we do that. We continue to work as a team, with our students and community members and this meeting today, is our first review and revision of our RIPICS. We built this last summer. We probably could have had this meeting a couple of months ago, but we're having it today. And we'll periodically, every six months, have it again. So, finally, thank you so much for being a



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part of this one more time. And, we're taking, now, the opportunity to look at how we can improve and make changes.

I'll close that document, hopefully it will take me back.

WHAT CHANGES ARE NEEDED? SLIDE



Now, what do we need to change? This is an opportunity for you all to not listen but instead to speak. I'm going to turn the Share off and Dr. Raney, I'll let you share the next time because I'll be gone.

Let me ask. If you want to say anything, you can type it in the chat if that's more convenient. Especially if you don't have a microphone. Or, you can speak out loud. What are the things that you think we didn't include or should have included and didn't mention?

Parent Ms. Dearman: I wanted to say, as far as the health issues with the pandemic situation, Lawson like, got 100% in my book. I really can't think of anything else you could have possibly done more. I mean, you took the weight off of all the parents. I can say for myself, you took the weight off of me. Y'all provided masks for the kids. During that timeframe, y'all provided laptops. Y'all started school on time. When other kids wasn't in school, Lawson had already had the laptops provided for the kids. Y'all made sure the kids ate. Y'all did the delivering of the food as close to people's homes as they could possibly get to, and had them to meet to get their lunches. Y'all had the temperature check when school wasn't in person. Y'all made sure the desks were separated, they had glass, fiberglass, I guess it was, to protect the kids. And, y'all contacted the parents constantly, getting everybody to be on one accord before making the decision to go in person. And so, at first, I wasn't too comfortable, but then after I began to see, y'all kept us informed with everything. I saw how other kids were, when some parents that did allow the kids to come back, y'all went on and showed us how everything was set up and



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how the kids would be safe. I felt more confident. And, I was like okay, well, yeah, I feel comfortable with sending them back to the school now. Because I feel like they'll be safe. They got everything intact. Everything was perfect. So, y'all did more than any school that I've known, anywhere. So, I'm like, I don't know what else could you have possibly done to make it that much safer. Because, as far as I'm concerned, y'all took a lot of load. Y'all even fixed it where the parents, we were suffering with the pandemic, y'all fixed it where we didn't have to worry about the uniform. Nothing. Y'all took all the weight off. All we had to do is make sure that the kids was present for school. I don't have anything to add to it.

Superintendent Lawson: Thank you, Mrs. Dearman. I saw a note from Ms. Pruitt and I think everybody can see it "The Lawson Academy did a great job with making sure the students were in class, not lying down, and dressed for class each day" so that's excellent. Anybody else?

Board Chair Ramos: I'm grateful that the Board, well, not the Board, but the Board always was kept updated on the safety issues and health issues for our students. And, they always kept us in know and check for everything that they were doing to protect our students because that's the most important thing to us, other than educating them and making sure they have a good, good life. To keep them healthy. I am so grateful, once I saw all the preparing that y'all did to make sure we took care of our students, I was extremely proud that our put our students first. Even, before any school district in the state. So, I'm very proud of WALIPP Academy.

Parent, Ms. Cheatham: I was just wanted to comment that as a new parent to Lawson, I was kind of hesitant like Ms. Dearman, as far as the face-to-face interaction and we were just coming out of COVID. I liked the fact that I was able to take a tour of the classrooms to see how the students were seated, the glass partitions around the desks. I was also, it was really good to reassuring as far as the safety measure were being taken. I also can say the staff has been working very well to adhere to any issues that my grandson may be encountering while at school. They have addressed his disability, they made sure that he felt comfortable and things like that. So, I do want to comment the staff for all the hard work they've done to make sure that children don't feel like they're left out or feel isolated. For him, that was a big thing when he came there was to feel like that he wasn't being singled out because of his difference, and so I like how they have been able to -- we've had our little ups and downs in it -- but we still have come together and we still have kept his learning in focus and to keep him focused on what he's supposed to do and not be so caught up in what staff and the school's not doing. And so, I'm trying to train him to understand that you're at an age where you have to find a certain level of maturity and there's a certain level of responsibility that's on your part to where everybody has to work together. So, I will say I'm ... *(she muted herself by mistake)* ... but I'm



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grateful thus far having him being at Lawson because they have, we have had, it's been good. They've been willing to meet with me, I'm willing to – as you can see right now, I'm currently taking a little break from work to be at this meeting – so, I would leave work to come up there to try to help them kind of calm him, or when he's having crisis and things. And so, I just wanted to thank Dr. Raney and the staff because they have been so helpful in trying to help contain him during his crisis. He's still learning how to handle himself emotionally, so I want to thank y'all and everybody for being there to support him.

Superintendent Lawson: Thank you so much, and you said a lot of important things, Ms. Cheatham. We are in the growing business. Kids don't come to us where they're going to end up, they come where they come. And we really are, with Dr. Raney's help, with Ms. Hutchinson's help, with all of the help of our teaching staff, I didn't even mention we brought on Ms. Provost this year as an Accelerated Learning Coach because of all of the tutoring that is going on. And kids are having to learn how to engage with tutors, several hours each day for Math and Reading Support. So, I completely agree with the things that you mentioned both from a, sort of the uniqueness of children and how we identify how to best serve each child, but also the consistency in terms of our efforts around their academic growth. It is such an important investment that all of you have made in trying to bring us the kids and we're making as well to support the kids as they grow.

I have another slide to show you, and I'm going to share my screen one more time.

OTHER IDEAS FOR INCLUSION SLIDE

Other Ideas for Inclusion

- Emphasize self-screening
 - Language
 - [New chart](#)
- Update role of Staff Counselor
 - Now called "Therapist"
 - Incorporate "Habitudes"
- Incorporate use of Newsletter
 - Vaccinations
 - Masks

There are some things that we have identified that we thought would be great to include in our next draft of the RIPICS document. One is to really emphasize more aggressive self-screening. Kids have to ask themselves, parents and guardians have to ask themselves "Is My Student Safe?" And that's something that we can increase because now, six or seven months from



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where we started, there's more information. We found this terrific chart and I thought it was a great tool, I stole it from another school, I'll tell you that out loud, I steal all the time. I thought it was a pretty cool tool, it asks "Can my child go to school today?" And then, based on the answers to the questions, then the child either "yes" or "no". I thought it was colorful and kind of cute and easy for us to use. So, that's something that one, we'll put in the newsletter coming out tomorrow for all of our parents and students, but also, it's a strategy that we can use. I think it's an easy win to incorporate into the book. What do you think about putting that into our book as well for the next time around?

Attendee Comments: I like that, I agree.

Superintendent Lawson: Okay, the second thing we knew we needed to do, I mentioned it when I spoke, was the role of Staff Counselor needs to become Therapist. And, we're going to reference, as well, the adoption of the Habitudes tools, which Dr. Raney and Ms. Smith know has been a part of our instruction where we've actually taken time in class for students to go through Habitudes. Habitudes is a social emotional support structure, it's a curriculum, and Mr. Penson has been the primary lead of that, although it's been supported as well by Ms. Kemp. The reason that's important is a few hours every single month have been invested by our school on giving students in classrooms, not in small group with the counselor, but in classrooms, access to that important curriculum.

And then, the third bullet, which is sort of a box, is to make sure that we continue to reference, in our RIPICS, the presence of our monthly newsletter. Every one of you gets the monthly newsletter. You may not see it or read it, but it comes to your email address, whatever address that we have on file. All the members of the Board receive it, all the staff receive it. And that newsletter is an excellent vehicle for educating our parents, our – students also get it, although again, whether they open it, whether they see it, can't say, but we know that it's being sent to the email addresses for them at the Lawson Academy. And so, that's a tool that we want to reference in the RIPICS. To say, this is part of how we communicate with our community. It's not limited to just being the staff knows the story, but instead, everyone does as well.

So, those three things we thought were useful and could easily be incorporated into the updated April-forward version of the Return to In Person Instruction. Would you agree with all three of those ideas?

Attendee Comments: Yes, I would. Absolutely. Yes.



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Superintendent Lawson: Okay, so we'll take the things that were shared already, we'll incorporate a few adjustments. Again, we can constantly change this document. If we get off this call and somebody says, "I just had a great idea, let's include that as well", there's no reason for us to limit our document to 9 pages. It can be 15, that's fine. It's a tool that's going to insure we're doing all we can for students.

COMMITTEE FEEDBACK

SLIDE

Committee Feedback

- Did you feel properly prepared to attend today's meeting?
- What could we have done better to support your involvement in our discussion?
- Is there anyone you would like to include in our meeting?
We can invite them to join this Stakeholder Community.
- Please join us for the next meeting, to be held on Friday, September 30, 2022 at 9:00 a.m.

So, I want to end this meeting by just making sure we're doing as well as we can to support you. So, each of you got invited to this meeting because of your role or because you were silly enough to volunteer. Thank you for volunteering, those of you who were volunteers. And, you got a couple of announcements about this. Emails that included the RIPICS in the draft that we have, as well as reminders and calendar items. My question for you is, did you feel properly prepared? Did you feel like we were sort of dumping you into the deep end and you didn't know what was going on and you get to the meeting and it's about something you weren't prepared for?

Board Member Terence Frederick: I'd like to offer a comment before, I'm not going to actually address that question. I want to thank Ms. Cheatham and Ms. Dearman for their comments. As Ms. Ramos indicated, as a board member we're updated monthly by Ms. Lawson and Dr. Raney. But, it's good to hear from the parents or guardians of the students their take on the services that are provided by the school. And certainly, as board members, we're always available to you all. And, I'd like to thank the other parents who haven't actually offered comments, thank them for their presence this morning. Because, I think, we've had training that sort of emphasizes the importance of the board in the education of your children. But, I do think that parents probably are the most important component in how well our children do. And so, I'd just like to thank you all for your participation this morning.



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Parent Comments: Thank you. Thank you. Very true.

Superintendent Lawson: Terry did a great job. So, since he didn't answer my question, does anyone have any comments on either the first or second question? Again, we want to make this better. We want to do a better job in supporting you as a part of the stakeholder community. Is there anybody who wants to give us some additional things we could have done better, or anyone else that you think you'd like to include. Because we'd be happy to invite them to the next meeting.

Board Chair Mary Ramos: You could have sent breakfast to all of us.

Chat from Ms. Cheatham: I agree on the breakfast 🍳🍳

Superintendent Lawson: I could have sent breakfast, okay, that is that. That is fine. I would like to invite all of you to put on your calendars now, Friday, September 30 which will be right at about six months from today. At 9:00 am. We'll do the same thing. We will have updated the RIPICS, of course, you're going to get a version of this in the next couple of weeks when we have made some changes. And, we'll send it out again ahead of the meeting, so you'll have a chance to look it over. And just like we did today, we'll open it and we'll look at it together. And if there are things that we should change, obviously none of us can see the future, so we don't know whether there's going to be more COVID or less COVID. But, our goal is to reduce the risk that as a Stakeholder Community, we have somehow neglected to cover something that is terribly important for our school, for our students, for our staff and for our families.

So, put it on your calendar. I'll send out a reminder, of course, we'll send out a calendar announcement. But I wanted to make sure to let you guys know, you have now joined the Stakeholder Committee. You are a part of this Community, so we're going to welcome you back in six months with additional opportunity for feedback and for comment.

Parent Ms. Dearman: Ms. Lawson, I would like to just say that because of the way things were during the pandemic timeframe, with the laptops that y'all provided, the Internet service that y'all helped us to get that were free, because we were enrolled in it, we were allowed to stay in it and now it's affordable, you don't have to pay that much. I was never able to get the Internet service before, so now we have access to Internet because of that. We still have it, even though, yeah, we still have the Internet service but it's at affordable price and we can afford it. I just want to say that, to thank you for that.

Superintendent Lawson: Thank you, so much, Mrs. Dearman. Everyone knows that we believe, more than anything else, that we are partners with our parents. Anything we can do to make



THE LAWSON ACADEMY

Return to In-Person Instruction and Continuity of Service Stakeholder Community Meeting March 31, 2022

your home more supportive of academic success and achievement, that is our goal. Thank you for telling us that. I'm not sure I knew that. I needed to hear that today, I'll go back to our partners and let them know it worked out perfectly for our families. Thank you, so much.

And, thanks you to all of you for your time. I'm going to give you back your day, it's about 40 minutes in. I appreciate your being timely, that made a huge difference and gave us a chance to cover a lot. Again, if there's anything you think of after this call and you want to send it, just send it forward. We'll certainly incorporate your feedback and your comments. Thanks so much and you all have a great day.

Attendees: Bye-bye, everybody. Have a great day. Good-bye!