



Ludlow-Taylor Elementary School  
February LSAT Meeting

2.20.25

# Agenda

- ▶ Progress reports on prior LSAT agenda items
  - ▶ Hiring updates
  - ▶ Technology/device distribution updates
  - ▶ School communication updates
  - ▶ Playground policy updates
  - ▶ Lice & other communicable diseases
- ▶ Community Survey re: Budget Priorities
- ▶ Any Other Business?

Progress Reports on  
Prior LSAT Agenda Items



# Hiring Updates

- ▶ As of the January LSAT meeting:
  - ▶ We were fully staffed and/or had long-term substitutes in place for all positions except for a vacant SPED/SWD position and a then-forthcoming music teacher vacancy that we were in the process of interviewing for.
  - ▶ As a result of the SPED/SWD vacancy, there were students whose required IEP hours were not being met.
  - ▶ Principal Miller's request for an additional 1<sup>st</sup> grade teacher was denied by DCPS.
- ▶ New Updates
  - ▶ Ms. Barbara Alexander is our new music teacher!
  - ▶ At this month's Coffee & Donuts, Principal Miller announced a new SWD teacher - coming from another DCPS school - would begin next Monday February 24<sup>th</sup>. Still on track?
- ▶ Action Items from the January LSAT minutes
  - ▶ "Dr. Miller will email all 1st grade families on Friday, 1/17 with an update explaining that the additional teacher request was not approved." **Did that happen?**
  - ▶ "AP Watson will let LSAT know how many students are not meeting full sped hours due to teacher vacancy, and how many hours have been missed so far." **Is that information available?**

# Technology/Device Distribution Updates

- ▶ As of the January LSAT meeting:
  - ▶ Mr. Barnes reported that we had met/would soon meet (including already-requested items) the applicable device ratios for our K-5<sup>th</sup> grade classrooms.
  - ▶ Mr. Barnes spoke to DCPS and was able to request 80 new keyboards & 60 new chargers; he also has a stack of Surface Go cases available for distribution. Mr. Barnes also created & circulated a form for teachers to make technology requests.
- ▶ Action item from the January LSAT minutes:
  - ▶ “Mr. Barnes will work on getting devices & accessories distributed to teachers as they come in. Mr. Barnes/the teachers will submit any requests for additional items to the PTO if there is a need (e.g., if we need more keyboards).”
  - ▶ Follow-up questions: Did we receive all requested devices & accessories? Are there any issues outstanding? Has any remaining need been communicated to the PTO?

# School Communication Updates

- ▶ As of the January LSAT meeting:
  - ▶ 31 families reporting not receiving L-T communications via Blackboard. Anecdotal reports of families not receiving L-T communications via Remind.
  - ▶ List of families not receiving Blackboard communications with DCPS' Community Affairs & Engagement Chair. **Unfortunately, no update since.**
- ▶ Action item:
  - ▶ PTO will let families know about “band aid” solution for adding contacts to Remind. Dr. Miller will include the Remind QR code in the Principal Bulletin and also send to teachers to distribute.
  - ▶ Follow-up: PTO Update on 2/7 notified families to contact Ms. Braddy to be added to Remind and about the potential “band aid” solution. I have not seen a QR code distribution yet(?), but I am not aware of any reports from individuals still not receiving Remind.

# Playground Policy Updates

- ▶ As of the January LSAT meeting:
  - ▶ Principal Miller and the leadership team had opted to completely close the playground outside of school hours.
  - ▶ Parents offered to help monitor playground use, open and close the playground and clean it up on Monday mornings prior to school.
- ▶ Action item:
  - ▶ “Dr. Miller will meet with PTO & Grounds Committee to come up with a plan for weekend upkeep. Mr. Barnes will coordinate with families about snow/ice removal. Dr. Miller will email PTO & Grounds Committee to see about opening the playground for use in the snow over the long weekend.
- ▶ Updates:
  - ▶ The playground is reopened on weekends & holidays! Thank you!
  - ▶ New policies are in place with respect to opening & locking the playground and trash disposal. Other existing policies were reemphasized. Playground in heavy use again!

# Lice & Other Communicable Conditions Reporting

- ▶ As of the January LSAT meeting:
  - ▶ A parent reached out with concerns about how lice outbreaks were being addressed by the school.
  - ▶ LSAT determined that families should be asked to voluntarily report lice cases to the nurse and their classroom teacher and classroom teachers should be asked to pass on that information to families (anonymous).
- ▶ Action item:
  - ▶ “Dr. Miller will share the nurse’s contact information with families, and ask families to reach out to her as well as their child’s classroom teacher if their child has lice.”
  - ▶ Question from follow up email thread: “If the school is asking parents to inform the nurse & classroom teachers about lice, can we also ask them to do the same with things like strep, the flu, covid, hand foot mouth? And, similar to lice, send out a message to classroom families that there has been a reported case?” Initial reaction was positive; suggestion of stomach bug addition.
- ▶ Updates:
  - ▶ I have not seen any communication about this issue to families, is there something in the works?
  - ▶ Does the LSAT formally endorse extending the policy to the above-named communicable conditions?



# Community Survey re: Budget Priorities



## LSAT Role in DCPS Budget Process

- ▶ School-specific initial budget allocations are expected by the end of February. Historically, the week before President's Day weekend, but nothing yet this year. The first public forum on the Mayor's budget is set for February 27<sup>th</sup>, so must be soon.
- ▶ A certain portion of the budget is used for required personnel positions (e.g., principal, librarian, early childhood education (ECE) staff, etc.).
- ▶ The principal generally has discretion regarding how to allocate the remaining budget – including, in the last few years, how many K-5<sup>th</sup> grade classroom teachers to fund – although there are restrictions on certain funds (e.g., personnel vs non-personnel expenditures).
- ▶ The LSAT's role is to advise Principal Miller on how to allocate L-T's discretionary funds.
- ▶ As part of our advisory role, we survey the school community – both teachers & parents – about their priorities.

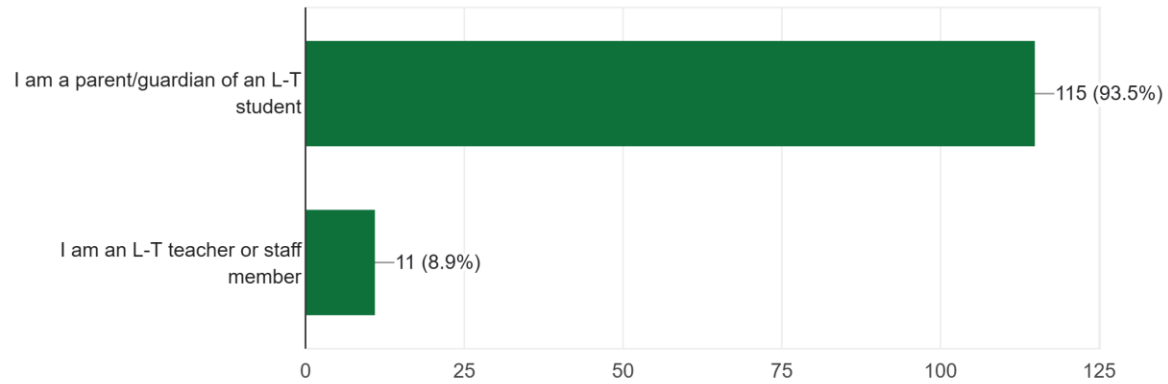
## '25-'26 Community Budget Survey: Context

- ▶ We circulated the survey via the PTO listserv (on 2/12 initially, with multiple reminders), a request to Room Parents to circulate to their classes (on 2/13), a direct request to the teachers of self-contained classes to circulate to their classes (on 2/13), and a direct request to teacher/staff to fill it out themselves (on 2/19).
- ▶ Officially, we asked for survey responses by yesterday (2/19) @ 10 pm, but kept collecting responses through this afternoon (2/20) and the survey remains open.
- ▶ We received 123 responses, which is up year-to-year on the 100 responses we received last year, so should provide decent information.
- ▶ However, definitely some imbalances in terms of where the data is coming from: much less teacher/staff participation than last year and participation from families with students in self-contained classrooms remains low.

# '25-'26 Community Budget Survey: Respondents

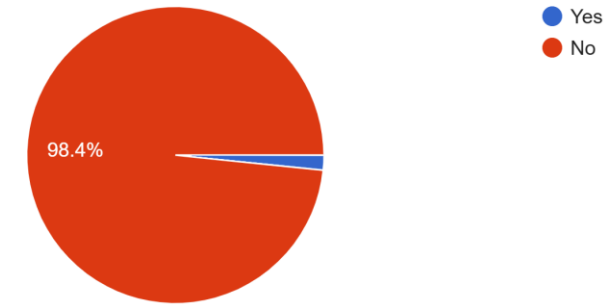
What is your relationship to Ludlow-Taylor? Please check all that apply.

123 responses



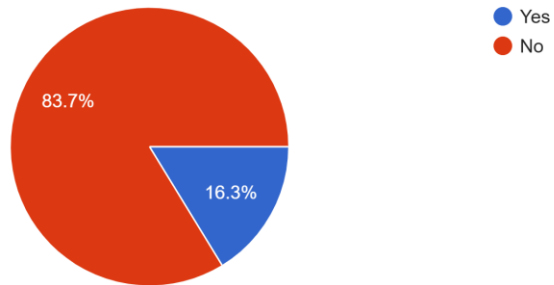
Do you have a child in a self-contained special education class?

123 responses



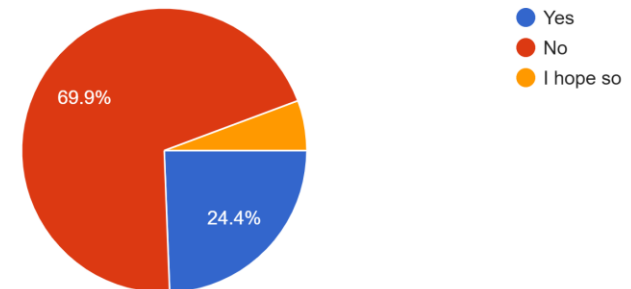
Do you have a child in a general education classroom who has an IEP & receives specialized services?

123 responses



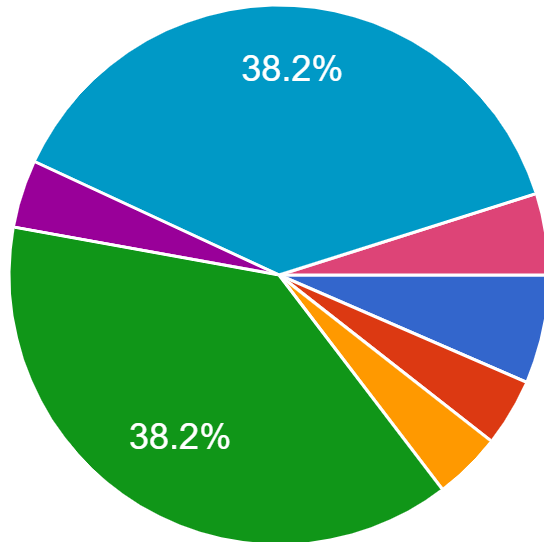
Will you have an ECE student at L-T next year?

123 responses

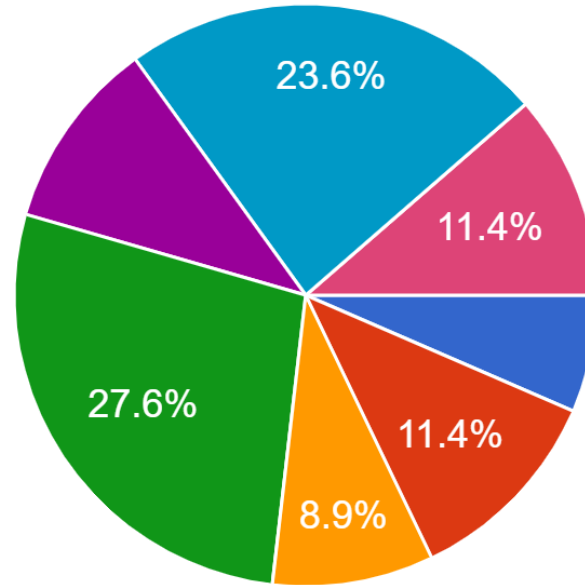


# '25-'26 Community Budget Survey: Top Budget Priorities

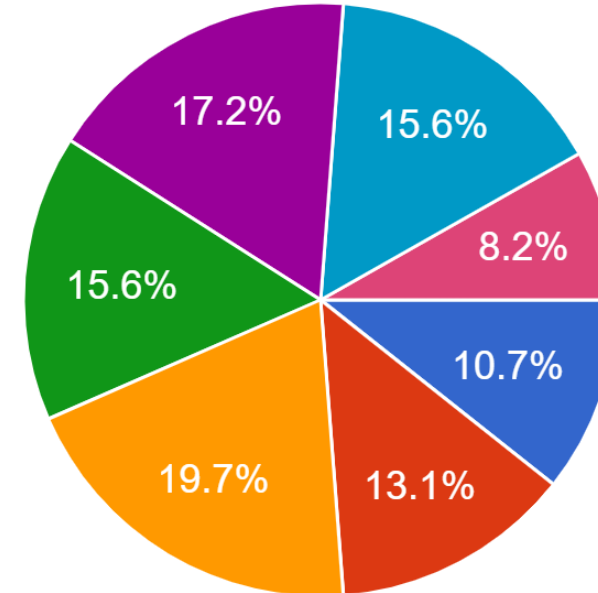
## 1<sup>st</sup> priority



## 2<sup>nd</sup> priority

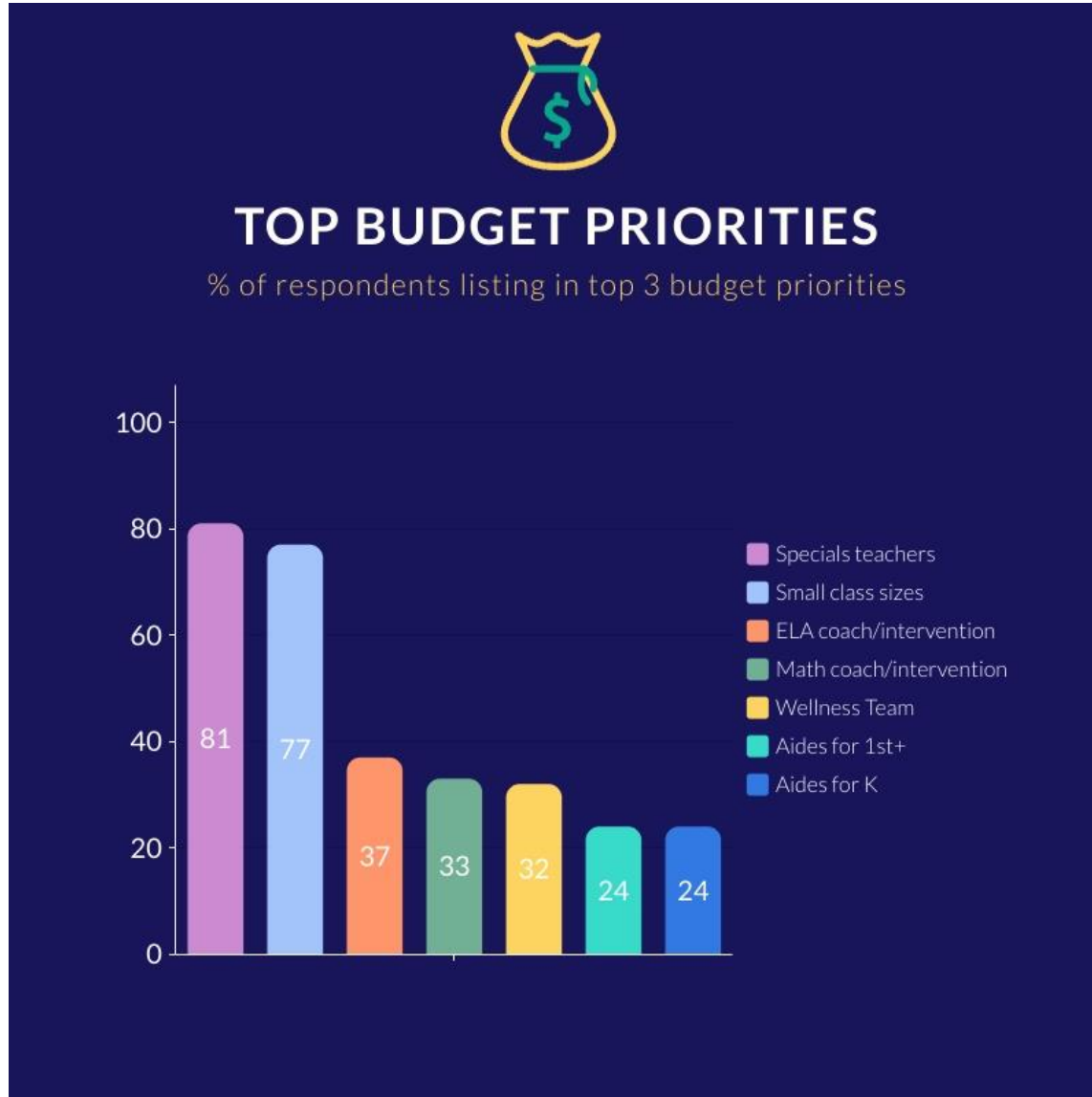


## 3<sup>rd</sup> priority



- Educational aides for Kindergarten
- ELA instructional coaches/ interventionalist personnel
- Math instructional coaches/ interventionalist personnel
- Specials teachers (maintaining current 6: art, music, library, PE x 2 & Spanish)
- Wellness team personnel (psychologi...
- Small class sizes
- Educational aides for 1st grade and/or...

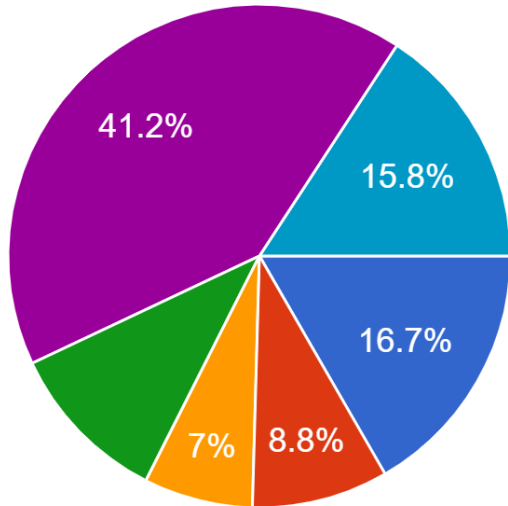
# '25-'26 Community Budget Survey: Top Budget Priorities



# '25-'26 Community Budget Survey: Funding Cuts

If you had to cut funding to one of the below priorities from its current level, which would it be?

114 responses

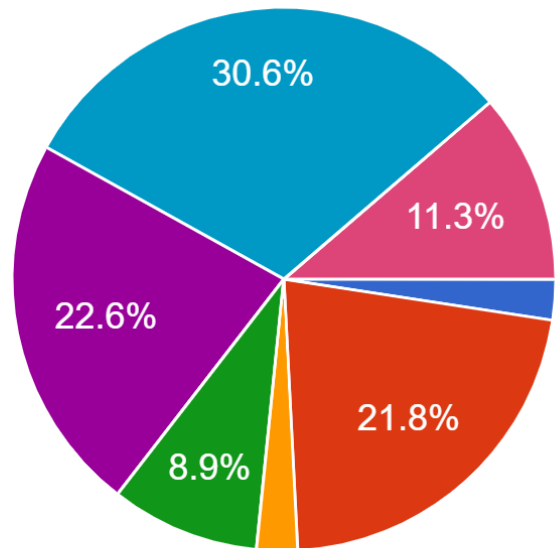


- Educational aides for Kindergarten
- An ELA instructional coaches/ interventionalist
- A Math instructional coach/ interventionalist
- A specials teacher (i.e., drop to 5 specials)
- A member of the wellness team (i.e., eliminate one of psychologist, social w...)
- Small class sizes

# '25-'26 Community Budget Survey: New Staff Member?

If L-T could add one additional teacher/staff member, it should add...

124 responses



- A behavior tech to its Wellness Team
- A science special teacher (i.e., increase to 7 specials)
- A non-science additional special teacher (i.e., increase to 7 specials)
- A floating aide for 1st-5th grade
- An extra classroom teacher in the largest grade
- An additional resource teacher to support pull-out services
- An additional teacher to support pull-out services

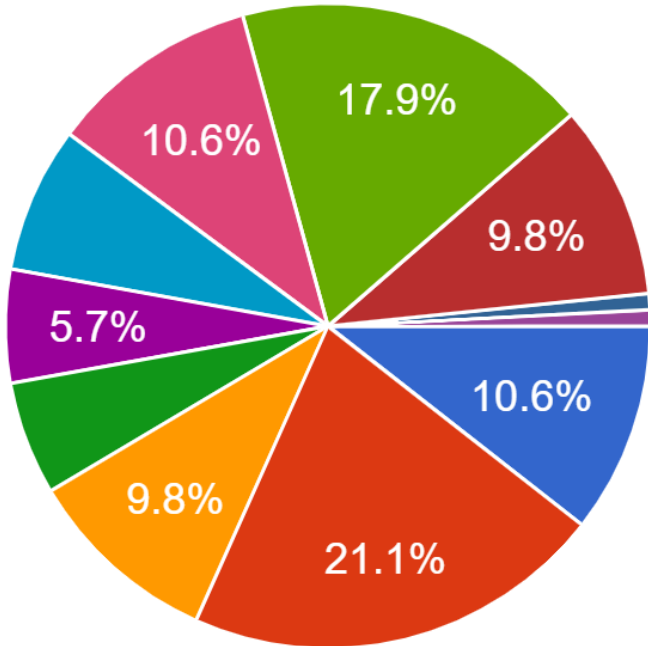


## '25-'26 Community Budget Survey: Representative Feedback on Budget Priorities

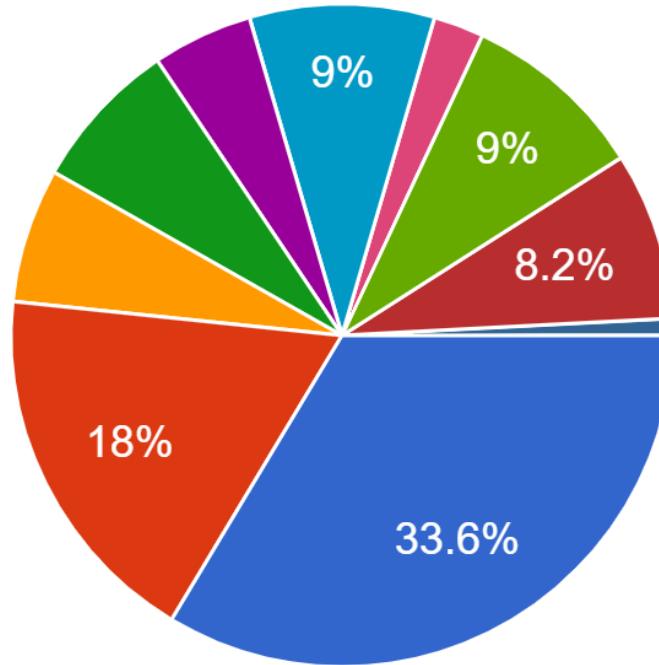
- ▶ “LT would be much better served to have a behavioral tech instead of a restorative justice coordinator.”
- ▶ “LT needs additional support in SPED, additional resources teachers and materials. Consumables, intervention curriculums etc.”
- ▶ “Hoping we can have time devoted to kids who are below and above grade level. Or give teachers resources and support to have the ability for more small groups for all levels. Teaching to the children’s levels.”
- ▶ “Stable and sufficient staffing for classrooms with 6 specials offered for all grade levels.”
- ▶ “We should do everything possible to keep classes small in all grades. A lower student to teacher ratio will alleviate many other issues with below/above grade level intervention, teacher satisfaction, parent satisfaction, 1:1 and small group focused work, and wellness concerns. Nothing was accomplished to reduce class size in 1st grade this year and no clear plans have been presented to address what will be an issue in 2nd grade next year (and maybe other grades we're not aware of). Smaller class sizes (18-20 students ideally) are the answer to so many issues at LT.”
- ▶ “I have minimal confidence in the current Registrar and wonder if that position is redundant given the scope of work of the clerk and the manager of strategy and logistics. Perhaps the salary of the registrar could be freed up to hire another clerk or a part-time reading or math specialist.”
- ▶ “We need interventionist in the lower grades.”

# '25-'26 Community Budget Survey: Extras

## 1<sup>st</sup> priority



## 2<sup>nd</sup> priority



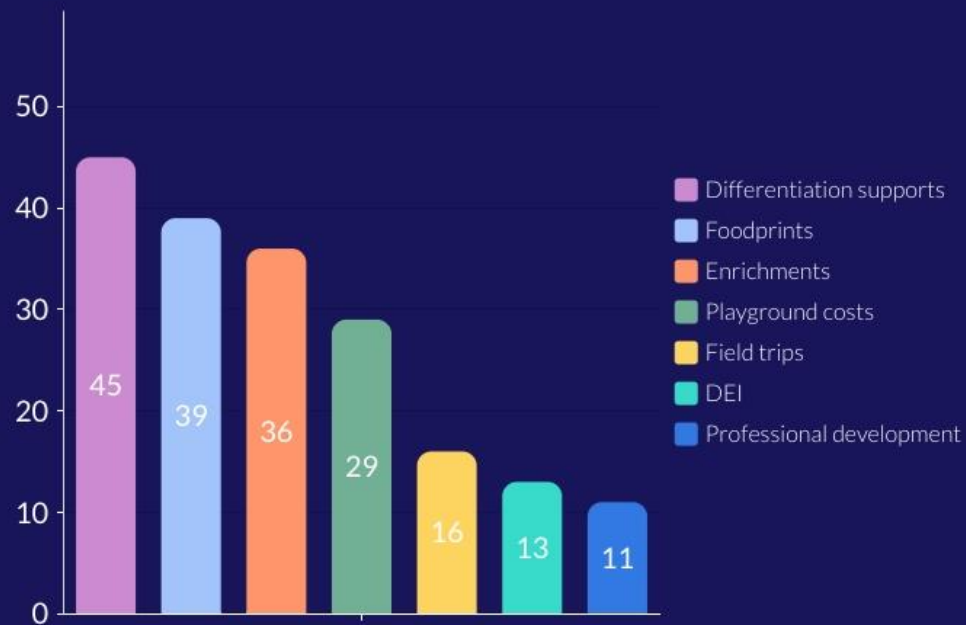
- Enrichment opportunities (activities or...
- Food Prints (class & garden maintena...
- Field trips
- Diversity, Equity & Inclusion initiatives
- Professional development/training for...
- Playground maintenance & improvem...
- Extra costs associated with public acc...
- Additional non-personnel support for s...
- Additional non-personnel support for students above grade level
- Additional staff and resources for children on IEPs
- More staff for IEP students

# '25-'26 Community Budget Survey: Extras



## TOP "EXTRAS" PRIORITIES

% of respondents listing in top 2 "extras" priorities



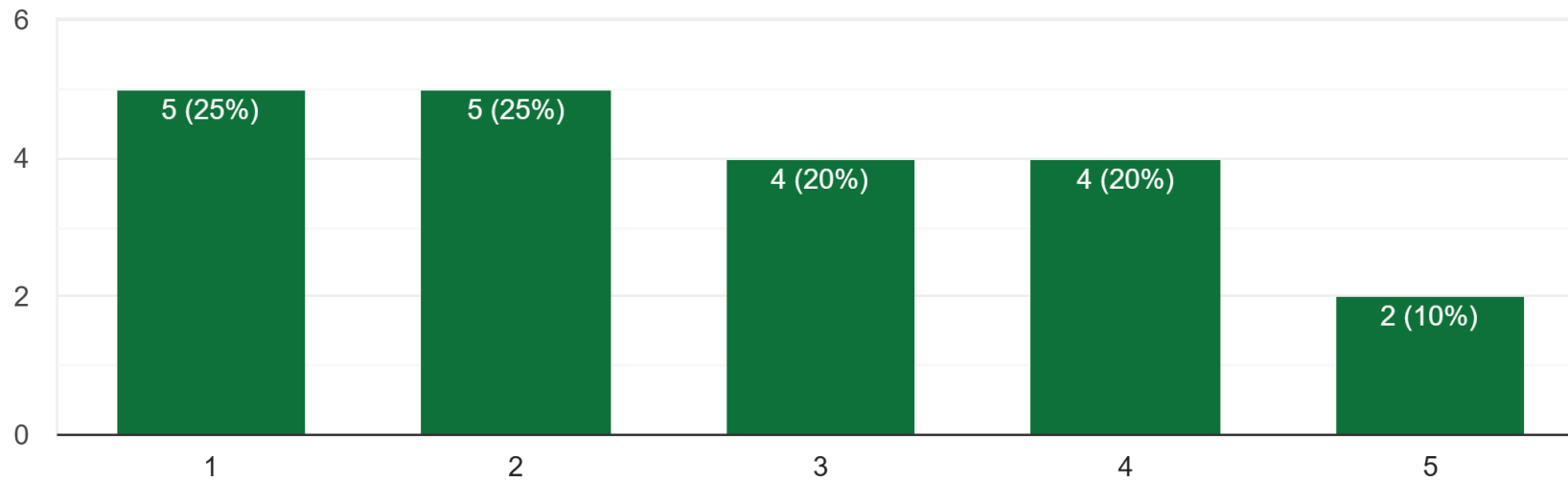
## '25-'26 Community Budget Survey: Representative Feedback on Extras

- ▶ “Food prints is phenomenal and I'm not sure all parents know or have been able to join. Not only do students learn about gardening, food preparation and nutrition, the students also are learning math, readings and community importance. This program truly puts everything together (project-based instruction) and is phenomenal. Do parents know their kids try any veggies (and sometimes devour them). It's also a nice break for the teachers.”
- ▶ “One budget priority I would like to highlight is ensuring equitable access to extracurricular activities, particularly in the arts and performance programs. Specifically, I would like to see more funding allocated to support programs like Dancing Stars, making participation more affordable for all families by offsetting costume costs or expanding financial assistance.”
- ▶ “Finally, I would love to see expanded before- and after-school care options, particularly for working families who may need flexible drop-off and pickup times. Ensuring that all students, regardless of financial background, have access to high-quality enrichment programs should be a key budget priority.”
- ▶ “After this year's holiday shows, I think families would be happy to donate funding for a new sound system for the multipurpose room. I wouldn't rank this above what's on the above lists, but it seems like something specific that parents would be willing to put money towards.”
- ▶ I would also love to see funds prioritized for the library so there can be more books!!
- ▶ “Ensuring teachers have printer paper. No headphone sharing for kids.”

# '25-'26 Community Budget Survey: IEP Feedback

If you have a child in general education who has an IEP & receives specialized services, how satisfied were you with your experience at L-T this year?

20 responses



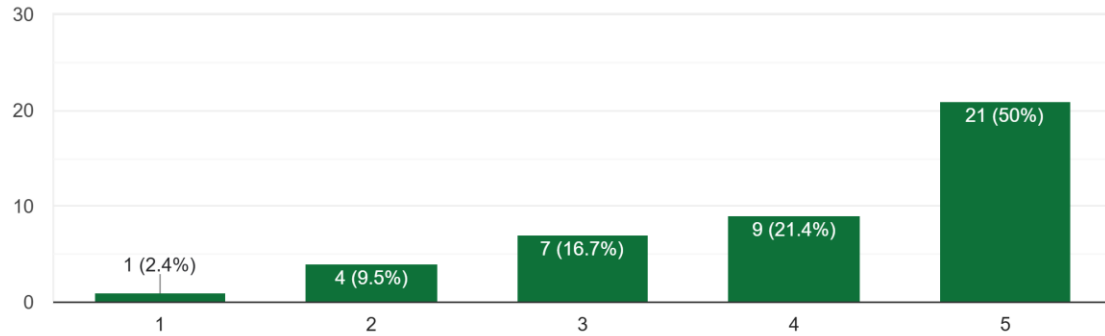
## '25-'26 Community Budget Survey: Representative Feedback on IEPs

- ▶ “Have been more impressed with speech therapist this year (detailed feedback/communication).”
- ▶ “I believe the staff is overwhelmed, so additional resources to support the services needed by students.”
- ▶ “I am concerned that my child will not actually receive all of the specialized service hours required by his IEP. It seems that the school does not have a good handle on the aggregate information about the number of students with IEPs, the cumulative specialized services required and the staffing to meet that need. It seems to me that the administration would want to get a good handle on this information to plan for SY25-26.”
- ▶ “My child is in the process of obtaining an IEP. The process to do so has been overwhelming and stressful.”
- ▶ “I wish the staff were better supported.”
- ▶ “The team is great, but they are understaffed.”
- ▶ “Seem to be driven by parents. Was disappointed in how late the team reached out to discuss first review IEP since transferring to Ludlow. Occurred almost 6 months after starting school.”
- ▶ “Service provision in 4<sup>th</sup> grade is much better than it’s ever been, because they have one primary POC from the SWD team, Mr. Ware, who is phenomenal and clearly works as a member of the overall 4<sup>th</sup> grade teaching team. It seems like this model should be replicated in other grades.”

# '25-'26 Community Budget Survey: ECE Spanish

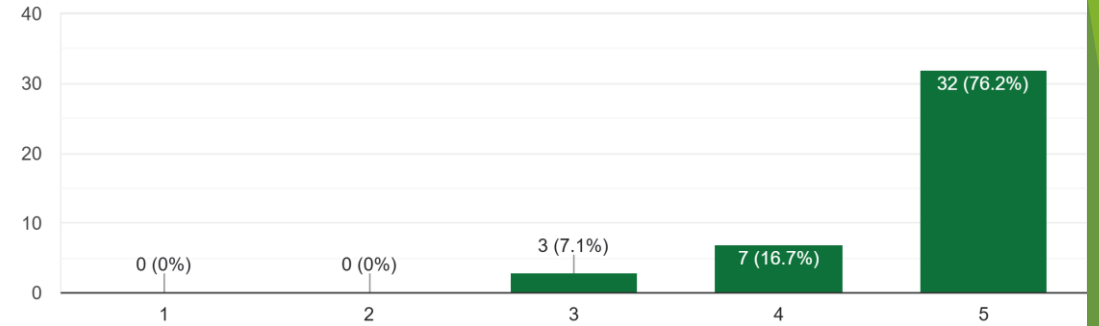
If you will (or hope to) have a child in ECE next year, how important is it to you that your child has Spanish as a special?

42 responses



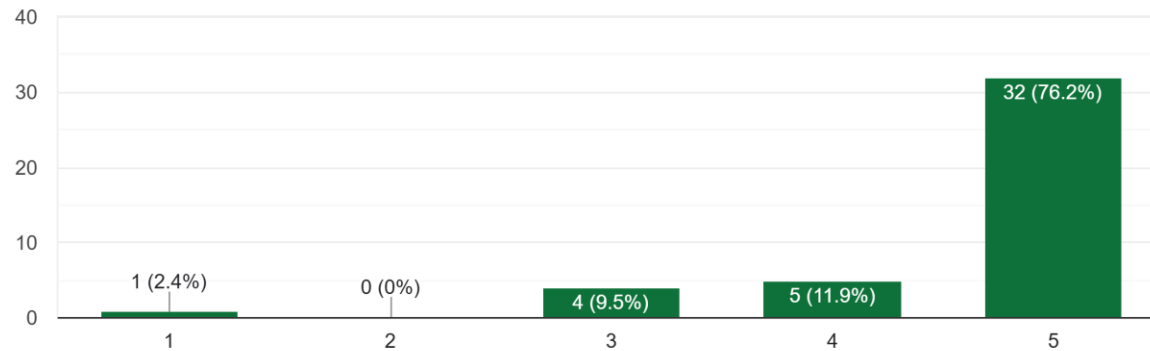
If you will (or hope to) have a child in ECE next year, how important is it to you that your child has Music as a special?

42 responses



If you will (or hope to) have a child in ECE next year, how important is it to you that your child has Art as a special?

42 responses



Any Other Business?





Any other questions?

