

**Ludlow Taylor April LSAT Meeting**Date: 4/10/25Time: 6:30 pmLocation: Zoom

In Attendance: Penelope Miller (Principal); Beth Ward-O'Connor (Parent Rep, Co-Chair); Channing Cooper (Teacher Rep, Co-Chair); Elisabeth Golub (Teacher Rep, Secretary); LaQuontinesha Atchinson (WTU Building Rep); Chris Hanley (PTO Co-President); Shoko Satoh (Parent Rep), Janice Casimir-Joseph (Teacher Rep) Sharona Robinson (DCPS Family Engagement Specialist), Josiah Barnes (Manager of Strategy & Logistics) Yakeema Blackstone (Teacher Rep); Kayla Reid (Restorative Justice Coordinator).

\*About 10 additional teachers/parents/community members on the call\*

Proposed Agenda**1. Follow ups on past LSAT topics**

- '25-'26 Budget: Summary of submitted budget & Foodprints funding
- SPED/IEP compliance update

**2. Enrollment**

- Lottery results
- Strategies to meet DCPS enrollment targets

**3. Hiring for next year**

- New positions
- Positions we expect to be open?

**4. Community-suggested topics**

- Process/protocol around safety-related issues, including non-consensual incidents between students & elopements

Notes **action items in red****1. Follow ups on past LSAT topics****• Hiring Updates [LT LSAT MEETING, SLIDE 4]**

- Co-chair reviewed that with the new Music Teacher & SWD teacher, LT is fully staffed, apart from one CES classroom where a teacher is out a few days a week on parental leave.
- There was a question about whether an official letter went out to first grade families explaining that the school didn't get funding for a fourth 1<sup>st</sup>-grade teacher. Dr. Miller stated that she didn't send out a separate letter to families, but did include this information a school-wide community newsletter.

- There was a question about whether families of students with IEPs who missed hours earlier in the year have all been updated. Dr. Miller replied that the new SWD teacher is sending out a tracker to these families weekly with an update on missing hours. Dr. Miller added that the school believes that they will be able to make-up the hours for all students, with the exception of about two. DCPS has asked the school to make up those hours (i.e. instead of the system offering families compensatory tutoring services). One option is to offer students Extended School Year (ESY) placement over the summer. **Dr. Miller committed to ensuring families of children who are missing IEP hours will be made aware of their options.**
- There was a question about whether additional support is available for the CES classroom where the teacher is out a few days a week on parental leave. Dr. Miller replied that the school is not able to provide anyone in-house to offer additional support. Right now, admin is continuing to work with the teacher to make sure they're leaving plans for the classroom aides on the days the teacher is out.
- '25-26 Submitted Budget [LT LSAT MEETING, SLIDE 5]
  - Co-chair summarized the submitted budget, with the caveat that the Huse has gone to recess w/out restoring the DC Budget. She highlighted any significant changes from the current school year's budget.
  - There was a question from a parent rep about whether the DC CFO has given any guidance on what might happen if schools are asked to make cuts. Dr. Miller replied that the school has not received any guidance from DCPS to make any changes for the current school year or next year. Sharona Robinson, DCPS Family Engagement Specialist who was on the call, added that if furloughs do happen, that will come from the Mayor. Parent rep followed up to ask if there is any contingency planning. Ms. Robinson replied that those conversations are happening, but she has not been a part of them. An LT parent on the call who works for DC Government shared her experience from working during a previous furlough. At that time, positions weren't cut, but employees were no longer paid for some holidays that had previously been paid. This parent stated that DC agencies are currently planning not just for the possibility of government cuts this year, but for projected shortfalls over the next few years.
  - There was a question about whether the school has any non-personal funds available to allocate to the Foodprints for next year. Dr. Miller stated that the school has two pots of PD money that they may be able to draw from, and the PTO has also agreed to support. The school may not be able to fund the full \$50,000 request from Foodprints, but they will be able to contribute. **The PTO**

**and Dr. Miller will follow up with Foodprints to finalize funding support for next year.**

## **2. Enrollment [LT LSAT MEETING, SLIDES 7-8]**

- Co-chair summarized the publicly available information about the lottery results. Dr. Miller shared how the school is strategizing around these results. The hope is that all the Pre-K 3 matched families will all enroll. However, historically, not all other matched families will enroll (historically, capture has been about 75%). The school is not planning to touch the waitlist until August.
- Dr. Miller explained some of the challenges to managing enrollment/the waitlist in past years. One is that students may stay in the system until the school is able to withdraw them, which requires inputting students' new school. This is for student safety. There are students in protected classes that the school can't unenroll. Dr. Miller stated that the school is pushing the enrollment team to immediately enter any withdrawal information they received for a student.
- A parent rep noted that communication around enrollment is especially important for current 4<sup>th</sup> grade/rising 5<sup>th</sup> grade families, since historically many students have left at this time. **Dr. Miller stated that she will speak to the enrollment team to ensure they are communicating explicitly with 4<sup>th</sup> grade families about the importance of re-enrolling for next year. The parent rep suggested that it might be helpful to have 4<sup>th</sup> grade teachers send out reminders as well.**
- There was a discussion about the DCPS enrollment event scheduled for Saturday, April 26<sup>th</sup>. Several parents noted that the timing of this event is not great for family participation as many kids have Saturday morning activities. Dr. Miller stated that this even was optional for schools like LT that are not "growth" schools, but **she will talk to the enrollment team to see if there is another day/time that it makes sense to have an event.**

## **3. Hiring for '25-'26 School Year [LT LSAT MEETING, SLIDES 10]**

- Co-chair summarized the new positions for next year (e.g. an additional 2<sup>nd</sup>-grade teacher, 5<sup>th</sup>-grade teacher, and custodian) as well as changes in positions for next year (e.g. a sped teacher changed to a "coordinator" position; the math interventionist position changing from ½ time to full time; change of grade for one of the custodial team members; the WL teacher going back to full time; and the ½ time MLL teacher changing to a separate position.
- Dr. Miller spoke about hiring progress. She shared that the school has received a lot of resumes and has begun conducting interviews. Some of the new positions may be filled through internal moves. She explained that teachers can go through the transfer process to move to a different DCPS school through the middle of July.

After that date, if a teacher would like to transfer it needs to be approved. Right now, we don't have teachers who've reached out about transferring.

**4. Community-Suggested Topic: Process/Protocol Around Safety Incidents [different slide deck, prepared by Dr. Miller]**

- Dr. Miller began by stressing the school's view that all behavior is communication, and that student and family confidentiality is key.
- Dr. Miller explained that Chapter 25 is the DC municipal regulation that guides DC Public & Charter Schools for student behavior and responses **[slide 4]**.
- Dr. Miller added that DCPS employees are all mandated reporters for cases of neglect and abuse **[slide 4]**. Staff is trained yearly on mandated reporter requirements and procedures. There are also reporting responsibilities that come with Title 9. Some less serious incidents that are reported are handled at the school level. Others involve MPD, CFSA & sometimes investigation by the CARE team.
- Dr. Miller moved on to discuss behavior consequences and supports **[slides 5-8]**. She explained that the focus is on logical consequences that are developmentally appropriate. She stated that the school wants to look at individual students, and take context into consideration, when considering consequences. The school is working on our implementation of restorative justice practices, which involves creating opportunities for students to "repair" when harm has been done. We know that when children feel safe at school, they are more ready to learn. Dr. Miller noted that recent student survey results show that students do feel very connected. She explained the school wants to work in partnership with students' families. Consequences can vary, but the goal is to get students back to the learning environment as quickly as possible.
- There was a parent question asking for more clarification around student privacy. What are the policies around making sure that other teachers who work with a student, including Specials teachers, are aware of incidents? How are these teachers, as well as families, made aware of available of student supports? Dr. Miller replied that if a student has a behavior or a safety plan, that information is shared more broadly with school staff, including folks on lunch and recess duty. For students with consistent behavior challenges, the school can recommend outside services. The school has a behavior health worker and is also able to help connect families with outside services.
- There was a question seeking more detail about the school's use of restorative circles, including when/how parents are made aware of their child's participation in a restorative circle. Ms. Reid, the Restorative Justice Coordinator, responded that there is no one size fits all. It depends on what happened/when it happened. We encourage students to rebuild what has been broken. If there is something more significant, we don't force students to do something right away, we walk students to understand

what rebuilding looks like. Dr. Miller stated that parents are notified when there are more "egregious" behavior incidents, and Ms. Reid specifies that happens with behaviors considered "Tier 3" and up.

- There was a question about under what circumstances a child might be moved to another class following a behavior incident. If a parent would like to request a classroom move for their child, who would it go to? Dr. Miller stated that she would be the person at the school to field such a request. Dr. Miller added that while there may be circumstances under which the school has to move a student to another class, this is something the school takes very seriously. It would only happen after other supports have been tried or if there is a safety issue.
- There was a follow-up question about whether/when/how other members of the school community are made aware of behavior incidents. Ms. Reid stated that this depends based on recommendations from the CARE team and CFSA. She stressed that the school wants to be mindful about creating track records that follow students. She explained that there are multiple adults that come together to make decisions around communicating about an incident. Dr. Miller added that sometimes the behavior plans that come after a behavior incident are short term. Dr. Miller went on to state that when there are multiple incidents involving a student, the school does let all teachers working with that student know about it.

**\*Meeting Adjourned\***