



Ludlow-Taylor Elementary School December LSAT Meeting

1.16.25

Agenda

- ▶ Progress reports on prior LSAT agenda items
 - ▶ Hiring updates
 - ▶ Technology/device distribution updates
 - ▶ DCPS enrollment projections finalized
 - ▶ School communication updates
 - ▶ Playground policy updates
- ▶ Community Survey re: Budget Priorities
- ▶ Any Other Business/Suggestions from L-T Community
 - ▶ Lice

Progress Reports on
Prior LSAT Agenda Items



Hiring Updates

- ▶ As of the November 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 forthcoming music teacher vacancy.
 - ▶ 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 1st grade teacher was denied by DCPS.
- ▶ Action items from the November LSAT minutes:
 - ▶ Principal Miller promised to notify 1st grade families about the request denial & support plan by Thanksgiving Break.
 - ▶ AP Watson promised to send an update to students with IEPs who were impacted by the SPED/SWD vacancy by Winter Break.
- ▶ LSAT Follow up:
 - ▶ Are there any updates since November?
 - ▶ Were the action items addressed?
 - ▶ Is there a need for follow-up action (e.g., should the LSAT write to DCPS requesting a SPED/SWD central placement)?

Technology/Device Distribution Updates

- ▶ As of the December LSAT meeting:
 - ▶ We had received requested devices from DCPS to meet 1:1 student:device ratio in grades 3-5, and Mr. Barnes was working to distribute them.
 - ▶ We were working on inventorying our K-2nd devices (subject to a 3:1 ratio), as well as the functionality of our 3-5th grade devices & associated accessories.
- ▶ Action items from the December LSAT minutes:
 - ▶ Ms. Golub agreed to continue her efforts to inventory K-2 devices and 3-5 device & accessory functionality.
 - ▶ Mr. Barnes will work on requesting & distributing needed devices & accessories.
- ▶ Updates:
 - ▶ Ms. Golub's inventory of K-2 devices showed that K & 1st grade teachers were short 5 devices. Mr. Barnes was able to obtain additional Surface Gos from DCPS that will be distributed to 2nd grade classrooms on Friday. iPads reclaimed from those 2nd grade classrooms will be redistributed to K & 1st grade classrooms.
 - ▶ Ms. Golub's inventory of the functionality of 3-5 devices showed 34 missing keyboards & 61 damaged keyboards, 52 missing cases, 7 shattered screens and 10 audio jacks not working. 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.
- ▶ Is there a need for follow-up action? Is there any remaining need DCPS can't/won't meet?

L-T Enrollment Projection Updates

- ▶ As of the December LSAT meeting:
 - ▶ Following our discussion at November's LSAT meeting, Principal Miller requested various adjustments to L-T's '25-'26 enrollment projections, on which the bulk of the school's budget for next year will be based.
 - ▶ She requested our total student enrollment increase by 40 students (from 500 to 540; current is 489), the majority of which was attributable to 2 new ECE classes to be housed in the new addition. She requested +6 multilingual learners (from 11 to 17; current is reported as 12, but it's really 15). She requested +23 SPED students (from 67 to 90; current is reported as 59, but is really 62).
 - ▶ Principal Miller was notified in subsequent conversations with DCPS that we would not be getting new ECE classes.
- ▶ Updates:
 - ▶ DCPS rejected Principal Miller's adjustment to our total student enrollment.
 - ▶ They increased our MLL projection by 2 (both technically in 2nd grade) to 13, which is insufficient but should be enough to keep at least .5 MLL teacher funding (since we got that for 12 projected students this year).
 - ▶ DCPS increased our SPED projection by 6 - bizarrely, all in PK3 & 4 - which is insufficient, but better than nothing (and up 14 from our current reported enrollment).

School Communication Updates

- ▶ As of the December LSAT meeting:
 - ▶ Families reporting not receiving L-T communications via Remind & Blackboard.
 - ▶ Principal Miller reported that all known Remind issues had been dealt with by Mr. Barnes.
- ▶ Action items:
 - ▶ Principal Miller to work with front office staff to see if they can identify families not receiving Blackboard emails.
 - ▶ LSAT to compile a list of individuals who do not receive Remind &/or Blackboard updates.
- ▶ Updates:
 - ▶ LSAT Co-Chair confirmed that all individuals who initially reported not receiving Remind emails now receive them. Anecdotal reports of additional individuals losing access during the year, so may be an ongoing problem. If a family has one account, can add an additional contact email address via the website or app; could be a band aid solution.
 - ▶ LSAT Co-Chair compiled a list of 31 individuals not receiving Blackboard emails. That list is currently with Sharona Robinson, Manager of DCPS' Community Affairs & Engagement Team, for action.

Playground Policy Updates

- ▶ As of the December 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 items:
 - ▶ Principal Miller, Mr. Barnes & the leadership team promised to meet to come up with a plan regarding playground use going forward.
- ▶ Updates:
 - ▶ Principal Miller opened the playground for two snow days. It was widely used by students.
 - ▶ Playground has been unusable during recess since those snow days due to temperatures and snow/ice on the playground equipment.
 - ▶ At Coffee Talk on Monday, parents implored Principal Miller to re-open the playground on at least a trial basis while Sherwood remains mostly closed for renovations. More parent offers of assistance of all kinds, including to clear the snow & ice from the playground to facilitate outdoor recess. Principal Miller promised to discuss with the leadership team.
 - ▶ Principal Miller: Any further updates? What are the main barriers - DCPS policy and/or practicalities - to taking advantage of parent offers of assistance? Is there a role for the LSAT?

Community Survey re: Budget Priorities



LSAT Role in DCPS Budget Process

- ▶ School-specific initial budget allocations are expected in late January or early February. The initial budget allocation is a fraction of the Mayor's overall education budget and based primarily on projected student enrollment.
- ▶ 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-5th grade classroom teachers to fund – although there are restrictions on certain funds (e.g., personnel vs non-personnel expenditures).
- ▶ For the past few years, L-T's budget-based purchasing power has fallen in real terms even as our student body has grown. This has required both creative accounting and cuts.
- ▶ Budgets are again expected to be flat or down again this year.
- ▶ 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.

'24-'25 Community Budget Survey

How would you prioritize the following budget areas? Please score each budget area from (1) very important to (5) not important at all.

	1 = very important	2 = somewhat important	3 = neutral	4 = not so important	5 = not important at all
Educational aide personnel for homeroom classes (i.e., in addition to ECE classrooms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Arts (ELA) instructional coaches/interventionalist personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrichment resources (opportunities that extend beyond the core curriculum)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiatives and resources for core academic subjects (i.e., Math and ELA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiatives to improve educational equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math instructional coaches/interventionalist personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development/training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffing/resources for Specials classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological equipment (e.g., laptops and tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness team and resources (e.g., mental health/behavioral health/social-emotional learning staff and resources, such as psychologist, social workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

With limited resources, Ludlow-Taylor may need to consider reallocating some funding in one area to provide additional support in another area. Please rank the following areas in terms of how much you would support reducing funding (1 = most support reducing funding; 6 = least support reducing funding).

One selection allowed per column

	1	2	3	4	5	6
Classroom personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrichment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Prints (class and garden maintenance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-wide instructional support personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness/mental health personnel and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there another area you would suggest reducing funding for?	<input type="text"/>					
Which area (if any) do you think is most in need of ADDITIONAL resources? Please select ONE response.	<input type="radio"/> Classroom personnel <input type="radio"/> Educational supplies <input type="radio"/> Enrichment opportunities <input type="radio"/> Diversity, Equity and Inclusion initiatives <input type="radio"/> Facilities/playground maintenance and improvements <input type="radio"/> Field trips <input type="radio"/> Professional development/training for staff <input type="radio"/> School-wide instructional support personnel <input type="radio"/> Specials <input type="radio"/> Technological supplies <input type="radio"/> Wellness/mental health personnel and resources <input type="radio"/> None. Given its limited resources, I think Ludlow-Taylor should maintain its current funding priorities. <input type="radio"/> Other (please specify)					

'24-'25 Community Budget Survey

DCPS regulations require all elementary schools to employ a full time Librarian. DCPS regulations stipulate the number of hours of physical education all children must receive each week. The Principal has discretion over which other Specials classes are provided, and these options vary between schools. Which Specials classes would you prioritize (PLEASE SELECT UP TO THREE (3)). Note that not all of these Specials are current options at Ludlow-Taylor, but are all offered at some DCPS school(s).

- Art
- Computers & technology
- Dance and movement
- Drama
- Food Prints
- Global Languages (e.g. Spanish)
- Music
- Second PE special
- Science
- Social Studies
- Wellness/Social Emotional Learning

PLEASE SELECT UP TO THREE OPTIONS

When selecting Specials options for Ludlow-Taylor, how important are each of the following to you? Please score each budget area from (1) very important to (5) not important at all.

	1 = very important	2 = somewhat important	3 = neutral	4 = not so important	5 = not important at all	
Addressing core DCPS academic curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
Advancing 21st Century career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
Exposing students to the creative arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
Providing academic rigor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
Supporting social/emotional wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
Creating opportunities to practice teamwork and cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset

Brainstorming for this Year's Survey

- ▶ Last year we asked about:
 - ▶ Overall priority assigned to various spending areas (1-5 scale)
 - ▶ Overall preference for spending areas to reduce if needed (1-5 scale)
 - ▶ Single priority (comparative) for spending areas to increase if able (pick one)
 - ▶ Comparative priority of specials (pick three)
 - ▶ Overall priorities for values advanced by specials (1-5 scale)
- ▶ Any new general areas we want to ask this year? Any new approaches we want to consider?
 - ▶ Class sizes?
 - ▶ ECE specials programming?
 - ▶ More specific/direct budget tradeoffs?
 - ▶ Other?
- ▶ Any areas we can cut from the survey? Anything to streamline?

Any Other Business & Questions



Lice cases

- ▶ Background: A parent wrote to ask that we add how the school handles lice cases/outbreaks to the agenda. Specifically, he wanted to discuss: (1) the adequacy of current DCPS policies on monitoring and detection, (2) how the school informs families of outbreaks, and (3) a possible role for the PTO in paying for treatment gaps.
- ▶ DCPS policy on monitoring and detection:
 - ▶ DC law prohibits the exclusion of students from school for lice.
 - ▶ However, DCPS' website says: "If a school nurse determines that a child at school has head lice, the family should be notified and asked to begin treatment at home. The family should confirm with the school that treatment has begun, and, after treatment has been initiated, the student can return to school and the school nurse should check the child's head for lice."
 - ▶ Discussion: Could our nurse do lice checks?
- ▶ L-T practice re: informing families of outbreaks:
 - ▶ DC law prohibits the disclosure of health-related PII (with some non-applicable exceptions) without written permission from parents.
 - ▶ Discussion: Could L-T make a general announcement about a case in a class or a grade if self-reported by parents?
- ▶ PTO paying for treatment gaps?

Any other questions?

