

LSAT Meeting Notes (2023-2024)

May 29, 2024

Teachers and staff attendees: Ms. Kinzer, Ms. Vega, Ms. Oritz, Mr. Englehart, Ms. Capatillo, Ms. De Campos Salles, Ms. Matthews, Ms. Lundgren (Principal), Ms. Holcombe (Director of Strategy and Logistics)

Discussion topics

- 1. Updates on the budget communication from DC Council**
- 2. Updates on the family engagement plan**

New plan with month by month events and plans (with identified purpose of relationship building, two-way communication, and community building) outlined. Received small grant from Flamboyant Foundation for supporting potlucks.

[paste table here]

Room parents: trying to get them early

- 3. Updates on needs assessment and formation of capital assessment plan**

Schools are to identify data from the past few years to identify trends and gaps and needs. Instructional leadership team has started working on the various areas.

There are gaps between ELL and economically disadvantaged backgrounds in math and reading that the school is trying to address and support. Many of the factors children are experiencing are outside of the school's full control (late to school, displacement).

One area of seeking additional training is trauma-informed professional development.

April 10, 2024

Teachers and staff attendees: Ms. Kinzer, Ms. Vega, Ms. Oritz, Mr. Englehart, Ms. Capatillo, Ms. De Campos Salles, Ms. Matthews, Ms. Lundgren (Principal), Ms. Holcombe (Director of Strategy and Logistics),

Discussion topics

- 1. Updates on FY25 Budget Advocacy (copy from Panther Post)**
- 2. Family Engagement at Marie Reed.** Marie Reed was a recipient school of Flamboyant Foundation grant that has funded family, school and community engagement and after 7 years MR has graduated from this partnership and is considered sustainable. Flamboyant also paid stipends for extra family, school, and community engagement. DCPS will fund 25% of home visits. A survey was sent out to families, teachers, and staff to understand their priorities.
 - communicating, collaborating between family and school, authentic partnerships, overcoming social and emotional challenges, overcoming explicit biases
 - Home visits: since pandemic it has been a challenge
 - Heritage fests
 - Classroom visits—meet and greet before the start of school (drop off)

- e. Earlier dates to broadcast, streamlining the schedules, flexibility with schedules
- f. Teachers and staff that are not in after-school contacts have less interacting with families and the after-school teachers
- g. Consideration of swapping out the home visits with play dates (discussed in the third week of school so staff can interact)

3. Planning for future LSAT meetings

March 20, 2024

Teachers and staff attendees: Ms. Kinzer, Ms. Vega, Ms. Oritz, Mr. Englehart, Ms. Capatillo, Ms. De Campos Salles, Ms. Matthews, Ms. Lundgren (Principal), Ms. Holcombe (Director of Strategy and Logistics),

Parent attendees: Jenn Kane, Lauren Ratner, Emily Markovich Morris,

Discussion topics

1. **Budget.** Still waiting for funds that were allocated for the 2023-2024. An email was sent to inquire on that to the procurement office, which provided a response that they were looking into it. A meeting with the Ward Councilperson has also been requested.
2. **Budget hearings.** Families, teachers, and students can testify on April 3. Written testimony can also be submitted. Organizing groups to help families to sign on/get involved—office hours to help families get involved in writing testimonies (via Zoom or in-person). Jenn will organize this with Paty for families and the word will be spread through family networks.
3. **District shortage of school psychologists.** There are zero candidates for the entire district for school psychologists. Social workers are providing vital services to the students.
4. **Enrollment system.** System has to be created through the on-line Aspen system. 330 families have never checked or used Aspen. A lot of work has to be done to make sure settings are correct, and that families are using Aspen. Enrollment starts on 3/29 (enrollment Saturday starts on 4/27). District reset on Monday 3/25 and families that have not been registered will be notified. What can LSAT do to help? Families can come in to help get set up with school staff during office hours, administration needs help spreading the word and donated devices for helping families connect. Adding to the international night list. Families can help buddy/support other families to do this. April 5 is the grades day and there is an opportunity to organize playdates and mobilizations.
5. **Next steps:** Continued support from families (where can families help): 1) identifying grant opportunities/funds for school, 2) advocating for Food Prints, 3) advocating for budget depending on how the level of funds allocated.

January 28, 2024

Teachers and staff attendees: Ms. Kinzer, Ms. Vega, Ms. Oritz, Mr. Englehart, Ms. Capatillo, Ms. De Campos Salles, Ms. Lundgren (Principal), Ms. Giron (Assistant Principal)

Parent attendees: Jenn Kane, Lauren Ratner, Emily Markovich Morris, Jon Wilkins (PTO representative)

Discussion topics

6. **Budget.** Discussion on the process and laying out how this year will function as the budgets have not yet been released by DCPS (budgets allocated by the Mayor's office). Two years ago, DCPS changed the way they allocate funds to schools to increase transparency (Schools First Law requires a base dollar amount allocated year to year so schools can be more forward thinking/planning). In 2023, DCPS didn't follow this procedure and Marie Reed experienced a cut in their spending and received an increase back to previous levels but this came after staff had gone on break for the year and priorities named as a school by the LSAT were honored in the process of reallocating funds. This year LSAT will again review priorities. The school leaders will share an update on the process (budget) with the PTO and larger community. One challenge with budgeting is that the previous budget is to be spent by September 30 and the new budgets cover Oct. 1 onwards so beginning of year staff training cannot come from the current scholar year budgets because of the timing (falling before new funds received). This year (23-24) a school psychologist was not secured for the opening due to a shortage nationally, but two additional aides were hired to support classes.
7. **Foodprints.** Foodprints is a very popular program with teachers and students, as it provides numerous academic, health, and social benefits. The Food Prints links the program to the curriculum and is critical to helping children understand food and build healthy habits. Currently Marie Reed has the program on a monthly basis, but the cost for the upcoming school year (24-25) is over \$100,000 as costs for the program have increased. In the 23-24 school year the PTO contributed \$10,000 and the school \$38,000. It would be great to get some grants/funds to cover this but not clear where else can be solicited from (difficult to find grants that cover this).
8. Next meeting will focus heavily on the budget as it should be released by then.
9. Future conversation: state of playgrounds and fields, as repairs will need to be made soon.
10. Support from families (where can families help): 1) identifying grant opportunities/funds for school, 2) advocating for Food Prints, 3) advocating for budget depending on how the level of funds allocated.

November 15, 2023

Teachers and staff attendees: Ms. Kinzer, Ms. Vega, Ms. Oritz, Mr. Englehart, Ms. Capatillo, Ms. De Campos Salles, Ms. Lundgren (Principal), Ms. Giron (Assistant Principal)

Parent attendees: Jenn Kane, Lauren Ratner, Emily Markovich Morris

Discussion topics, Enrollment:

-Previewed Enrollment Project and Budget Timeline

-Based on the October 2024 audit, the actual enrollment is 452 (it was projected at 464, which is what FY 25 is built on). It is unusual that we did not meet the enrollment projections for the actual enrollment this year. Projected ELL and SPED enrollments is how additional funds are determined.

-This year Marie Reed lost a lot of students in upper grades as a number of families moved to Oyster Adams at upper grades or moved out of the district. There is a wait list at the early grades, but not in the later grades. For DL students to enter at later grades they have to have some Spanish and English proficiency. Feeder patterns also impact decisions for upper grades (Oyster Adam is through grade 8).

-BES program is currently 0 enrollment (3rd through 5th class) but with changes to District policies and procedures students are staying closer to home. Buses have also been a problem. Marie Reed has the staff for the BES program but not the enrollment.

-Discussion on what we can do to support enrollments for upper grades? Idea 1: reminding neighbors we are here with signs, as we are relying on word of mouth. Marketing values of the school and not around the school. What makes MR special is that it serves every child. On the Park exam kids “at-risk” at Marie Reed had some of the biggest gains on the exam, which shows that Marie Reed is supporting students and helping close some of the performance gaps.

-New boundary study will also inform feeder patterns for upper years, so important for Marie Reed LSAT to stay abreast of developments and discussion on boundary study.

October 18, 2023

Teacher and Staff attendees: Ms. Kinzer, Ms. Vega, Ms. Oritz, Mr. Englehart, Ms. Capetillo, Ms. De Campos Salles, Ms. Ortiz, Ms. Lundgren (Principal), Ms. Giron (Assistant Principal)

Parent attendees: Jen Kane, Lauren Ratner, Emily Markovich Morris, Jon Wilkins (PTO representative)

Guest attendees: Damian Popkin (Family and Community Engagement, Community Action Team), Cheyenne Eyde (Deputy chief of school Planning), Sanjana Pandit (Coordinator on School Planning), Sarah Brashear (Manager of School Planning).

General LSAT Updates.

- Update on DGS issues that there are still outstanding problems and concerns with DGS response time. Jen will continue to liaise with Will Perkins, Director of the Committee on Facilities & Family Services in Councilmember Janeese Lewis George’s office (Ward 4), and Damian Popkin to try and get issues resolved in a timely manner.
- After-school tutoring options:

Discussion of the Demographics of Marie Reed and Title 1 status for schools.

●When is the enrollment calculated? Enrollment projections for the upcoming school year are created by the DCPS enrollment office in the preceding fall of each year (for example, SY24-25 enrollment projections will be shared with Principals and LSATs in November 2023).

●How many other schools are there like Marie Reed (Dual and English language). Of the 115 DCPS schools, Cleveland and Marie Reed are only two Dual and English Language programs in DCPS.

●Marie Reed has a large number of out-of-boundary students who enter Marie Reed through the lottery. What proportion of out-of-boundary students stay their full duration of schooling at Marie Reed? Response from DCPS guests: It is hard to get that data exactly, but they could try and pull these numbers.

- [About Title 1:](#) “Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. The majority of Title I funds are allocated at the district level in all states, plus the District of Columbia and Puerto Rico, based on mathematical formulas involving the number of children eligible for Title I support and the state per pupil cost of education.” (history: Title 1 was first authorized in 1965 as part of President Lyndon B. Johnson’s War on Poverty).

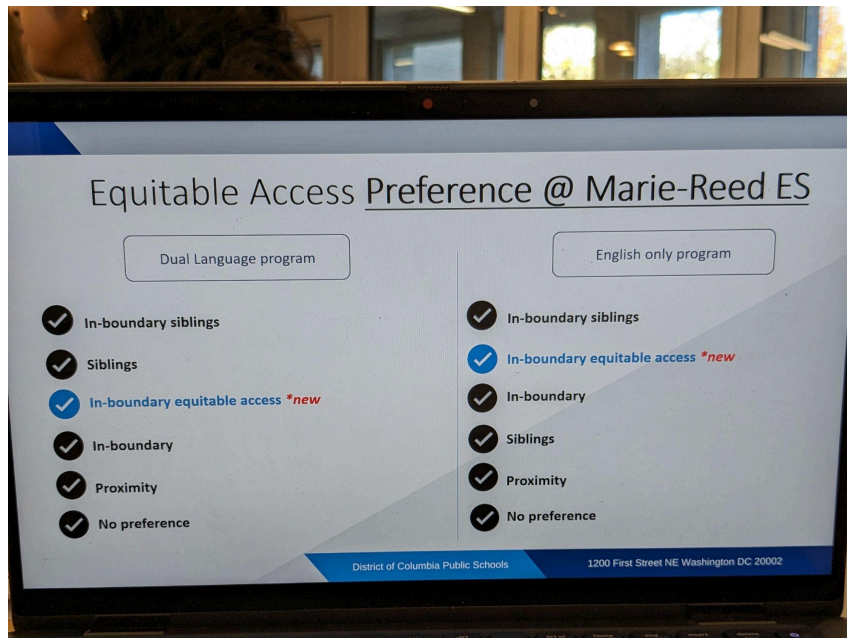
- The school's Title 1 status (like other DCPS schools) is calculated based on the audited enrollment from the school-year preceding the fiscal year (for example, Title 1 status for FY25, which runs Oct 1, 2024-Sept. 30, 2025, will be determined based on audited enrollment in October 2023).

- (Info from Washington Post article): “To be eligible for Title I grants, at least 35 percent of students in a school must qualify for free and reduced lunch. Eighty-eight of D.C.’s 117 traditional public schools use the money — the largest source of federal education funding — to support instruction, host family engagement events and hire reading specialists.”

- What percent of students are Marie Reed are classified as “at-risk”—towards the threshold required for Title 1 funding? Response by DCPS enrolment team: 25% of DLP are at risk, 42% of ELP identified as at-risk.

- School leadership and LSAT members discussed the value and commitment to serving children in the surrounding neighborhood, and a commitment to out-of-boundary students that are TANF (Temporary Assistance for Needy Families) and SNAP (Supplemental Nutrition Assistance Program) eligible.

[Discussion on the Equitable Access Program:](#) “The Equitable Access Designated Seats program is designed to expand access to seats at DC Public Schools for students furthest from opportunity. Participating schools reserve seats for students who apply through the My School DC lottery and meet eligibility criteria.”



Info on Equitable Access Program for Pre-K 3 and 4 as provided by Guests from DCPS:

- Equitable Access gives schools participating in the My School DC Lottery options to prioritize the enrollment of students who meet OSSE's at-risk criteria including students who:
 - qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), OR
 - are identified as homeless during the academic year, OR
 - are under the care of the Child and Family Services Agency (CFSA or "foster care"), OR
 - are high school students at least one year older than the expected age for their grade.
- This Equitable Access in DC Program allows students who apply late (move or shift in the community but haven't applied in the previous spring for enrollment).
- DC My Lottery does not capture demographic information (race, gender, etc.). If person agrees to "consent" to sharing information, then this information can be obtained. Otherwise demographic information is not collected until upon enrollment.
- Question from LSAT: What about families who do not apply for federal programs because they are afraid of documentation, are they counted in the school demographics (for Title 1)? Response from DCPS: It is a challenge for DCPS to count these students if they are not registered into a DC program (federal programs require residency, but many DC programs do not). If they apply/enroll in DC programs they can be counted, but this requires outreach to families who may be concerned about registering from programs because of status. For families who do not are SNAP or TANF eligible because of status, but they do meet income thresholds, they can provide paper work for My DC with income thresholds to be counted (before lottery).

- Schools cannot predict how many students will meet the Equitable Access criteria until seats have been filled in Lottery per the current system.
 - Question from LSAT: What does it look for kids in older grades who have high needs? Response from DCPS: DCPS is only offering PreK in-boundary Equitable Access Program. In conversation with principals, they have discussed but there is no concrete decisions.
 - Question from LSAT: Is there preference for in-bound siblings? Response from DCPS: There is discussion to offering Equitable Access Preference for Sibling Preference, and Equitable Access In-boundary list, but they ran into a snag of this in the system (allowing students to be eligible by both criteria). This impacted ultimately a small proportion of students and there currently is no sibling preference for this population, but generally siblings will still get a placement if they register Equitable Access.
 - Question from LSAT: Is there any messaging that comes to families and communities about checking the box for “allowing demographics” in the DC My Lottery application so they can be eligible? Response from DCPS: This is a bigger question for DCPS on how to get families to understand that they should check the providing information to Equitable Access on DC Lottery .
 - All LSAT members unanimously agreed that they only see positive outcomes of being involved into Equitable Access Program.
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September 27, 2023

Boundary for Middle School Study

Leading: D. Alpern and Quoc Nguyen

Add headings (Format > Paragraph styles) and they will appear in your table of contents.

Parent attendees: 9 attendees in person, parents also joined online.

Overview

-10 years ago was the last boundary, which replaced K-8s and 6-12 in Coolidge, Roosevelt feeder patterns.

-Now planned Middle School at Old Banneker (Euclid Street).

-Lead by Deputy Mayors Office and started meeting in March 2023 and will finish in January 2024.

-On the Advisory committee there are 19 community members from all wards; 8 agency and LEA members; has met monthly for -6 months. There is 1 representative from this Ward (Ward 1).

-Earliest any boundary changes would have is 2025-2026 year (or around there) and there would be a “grandfathering” process.

-Cardozo Middle Schools won’t exist once the Euclid Street Middle School is created.

-Marie Reed students at moment: Dual Language students go to McFarland (feeder to Roosevelt); English Language Program students feed to Cardozo Middle School or Lincoln Middle School (feeder to Cardozo High School). There are other High Schools, like Bell School, but is application only.

Two other studies are happening simultaneously: a) Master facility plan for next 10 years (first study); b) Adequacy study (how much DC will pay to meet the adequate needs of students).

Four guiding principles:

- A strong system of by-right neighborhood schools
- Equitable access to high quality schools
- Predictable and continuous access to schools
- Racially and socioeconomically diversity

Scenarios will explore a variety of ideas

- there will be 3 scenarios
- your preferred option can be among them but won't be all of them
- some will involve very little change, some more change
- lots of opportunities for revisions.

Questions:

- Does Marie Reed community like the feeder patterns as of now?
- Direct engagement can go through the website, or through the LSAT/Community level. There are two town halls.

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