LSAT Notes
February 28, 2018

In attendance: Dina Shapiro, Cara Skubel, Jared Catapano, Donna Culver, Julia Cohen

On phone: Chris Lisi, Margaret Lidstone, Carrie Broquard, Dave Gessert, Kathryn Young, Laura Pajor,

Not in attendance: Donna Culver, Tom Martella, Rae Robinson Trotman,

Agenda

- Finalize DCPS budget input.

Notes

Dr B:

- Recap of yesterday?

Julia

- Recaps

Dr B

- [All agree that we should send an email to the community about DCPS budget]
- This is a critical amount of information. Super important to push this information to the community.
- Need to make this not about me/her.
- Send it from the LSAT.
- Will get info today about the special ed position.
- Did a tweak last night in the budget.
- What were people's thoughts about collaboration with the HSA? What is our next step with them?
- Will be at their budget meeting tomorrow night. They'll be looking at projections for the 2018-19 budget tomorrow night.
- Small budget group has no voting rights/power, which they mentioned during the meeting on Sunday, 4/4.
- Checking back in on the numbers:
- FIfth grade has four teachers, not five. This is the budget headline.
- Tweaked last night:
    - Full-time coordinator
    - 3.5 special ed teachers

- A special ed teacher said she could be an ELL teacher--would be willing to become credentialed. If this teacher were the second ELL teacher, she could also be another half of a special ed teacher.
- Would hire in for half an inclusion teacher. DCPS gave us 2 ELL teachers in the budget this year.
- Trying to add half a special ed teacher.
- Brings us to the NPS balance of $170k. On paper, 3.5 spec ed and 2 ELL teachers. This is on the low end of our comfort level for supplies.
- And ends up with half a body for special ed.
- Would then plan on asking that the HSA pays for software licenses. So we can stay viable at $170k in NPS.
- If DCPS grants us a FTE for coordinator, we would have an extra position to put back in.

Laura

- Enrollment getting so big. At some point, we'll need to look at adding a specials teacher.

Dr B

- We'd need that in 2019-2020. We will exceed the number of sections that teachers can have.
- We'll need an additional music, art, etc.
- This ELL/Spec ed position is ideal, but person specific. Without this particular teacher, it would be risky. So, this is a calculated risk. Personalizing rather than institutionalizing this.

Dina

- Originally, there was a position that was like this, and a person appeared.
- There are folks out there who can do this and want to do this.

Dr B

- Thinking about a position that is non-classroom based.

Jared

- Specialist perspective.
- One person can't be in two places at one time.
- Bolstering ELA support would be a very positive move. Having support in the room makes it better and easier for the kids.

Dr B

- So an ELA for the upper grades rather than a science teacher at the fifth grade level.
- Will not have a pull-out science at the younger grades.
- Some of this is an internal communication.

- Peer schools have different science programs, and this makes our parents wonder what we can do.

Dave
- Going into this, we were down 1.5-2 positions. We think we found the fix for the one, the spec ed. Hoping we will get the extra position from DCPS.
- Now we're talking about if DCPS does give us the position, we can use that position for either one of these two options. Extra ELA specialist or a science teacher for fifth grade.
- Which do you think is more important for the students? For making the school work?

Jared
- Would say the ELA position. Impacts more students directly. More centered on students' needs for extra support and enrichment. More possibilities.

Dave
- Thing about the science is that students are learning science.
- Has a rising fifth grader.
- Science seems more limited. We don't have other dedicated positions like that in the school.
- Not all fifth graders benefit from the science teacher.
- Having all fifth graders learn how to use a planner, and this is more positive. Being prepared to take care of assignments was a bigger adjustment.

Julia
- Adding ELA is a big pivot away from science.

Dr B
- Could still add the science.
- Thinking more about processing about the people in the building.
- Never want a mismatched classroom scenario. Wants to try to prevent that.

Dave
- So if we add the ELA person, we're still in the same position as we were with the science teacher regarding HSA supplies support.

Dr B
- That depends on what that extra position comes through as.
- On paper, a half a position down in Spec Ed, but full in paper.
- If not on paper, she only has half a position to put somewhere else.
- Might be moot if we don't get it.
- If we don't get any of it:
    - 1 principal
    - 2 APs

    - 5 pre-k teachers and aides
    - 6 K
    - 6 First
    - 6 second
    - 5 Third
    - 5 fourth
    - 5 fifth
    - Peace Teacher
    - 2 math teacher leaders/specialists
    - 2 ELS, 1 upper grade
    - 3.5 inclusion teachers
    - 1 FT coordinator
    - 4 sped aides
    - 2 Arts
    - 2 ELL
    - 1 music
    - 2 PE
    - 2 world language
    - 1.5 counselors
    - 1 ELA instructional coach
    - 1 math instructional coach
    - 1 tech coordinator
    - 2 reading specialists
    - 1 library media
    - 1 psychologist
    - 1 social worker
    - 3 admin aides
    - 1 custodial foreman
    - 2 openers/closers
    - 3 baseline custodians
    - This leaves $170k for NPS
- This proposal provides support in the right places. Leaves us in a doable NPS. Not flush, but doable.
- One question mark.
- ELA position is crucial.
- If the HSA decides to budget supplies, is LSAT still wedded to suggesting a science position?

Dave

- Is it feasible to have a dedicated science teacher in the following years?
- Might not make sense to push hard for it if it isn't sustainable.

Dr B

- Science coach eventually? That way it could touch down in more grades

Dave
- Parent population really supports a science position.
- Worries about focusing on this exclusively.

Julia
- Why not introduce a science coach now?

Dr B
- Science instructional coach would start now. Touch more students. Can co-teach, too.
- Specialist is with a limited number of kids, whereas a coach works with all teachers.

Cara
- Really likes this model. Feels it has been positively impactful in her practice with math instruction.

Dr B
- Wants everyone to put down on paper what we have discussed and the decisions we have reached.

Dave
- Maybe bullet point/highlight changes for next year.
- One we've been talking about most is how we support science.
- Has a hard time without seeing the budget.

Dr B
- Will update the PowerPoint with the new suggested changes.
- Looking at this slide.
- Narratives on rationale needed by 3 or 4pm today.
- Optional add is the science coaching position.
- General public will feel very strongly about not having a teacher position.
- If she goes to the budget committee meeting tomorrow and looking at funding the additional position...the question is really if they will backfill the supply line to help personnel spending.
- Interests are competing.

Dave
- Do you want the LSAT to formally vote to endorse the budget?

Dr B
- Think we have to officially vote.
- Reading the team guidelines.

Dave

- Think we’re fine and that we have consensus. No one is pushing a different agenda.