

**Miner Elementary School LSAT**  
LSAT Meeting: November 19, 2019 - 5:00 pm  
**Meeting Minutes**

*The meeting came to order at 5:07pm.*

**Introductions:**

The following members were present:

- Tammy Alexander
- LaToya McCarthy-Scott – new parent representative, welcome!
- LaShawn Oliver
- Sara Saxton
- Bernadette Wittschen
- Julie Muir
- Ms. Pitoniak
- Dr. Ramsey
- Ms. Coles
- Ms. Luttmer

**LSAT Business:**

- Community Representative(s) needs to be elected:
  - Nikki Wiggins was contacted and is interested but could not attend tonight
  - Mr. Jackson has reached out to the Eliot-Hine Community
  - Any other ideas? Send to Sara Saxton or Mr. Yoho

**Updates from Previous Meetings or Questions (Principal Jackson):**

- Enrollment projections – petitions due 11/22/19
  - Projection for SY 20-21: 390 (we had 373 on count day for SY 19-20)
  - Projection for SPED SY 20-21: 94 (we had 74 on count day for SY 19-20)
  - Losses in pk may be down due to more in-boundary students and no new charters
  - Losses in 4<sup>th</sup> and 5<sup>th</sup> to charters tend to be because of charters offering 5<sup>th</sup> grade in middle school or a week feeder pattern which can be improved.
- Hiring/Personnel
  - Instructional aide (ECE floater) may be filled soon
  - Still no candidates for 3-5 math or ELL despite interviews
- Additional planning time
  - Additional planning time to support 3-5 teachers went into effect this week
  - Will have feedback once it has been in effect longer
  - Made some scheduling changes specifically in 3<sup>rd</sup> grade that will benefit 3-5 as a whole. This is week 2 of those changes.
- Support for new 3-5 teacher – from a school side, it's hard to create a plan before knowing who the person is and their teaching background
- Educator's Handbook Data
  - Minor offenses vs office referral
    - Minor offenses – teacher usually contacts parents/family (this is generally a class disruption or defiance)
    - Office referral – behavioral staff usually contacts parents/family (this is generally a trend of disruption or defiance, or a physical aggression)
  - Half of all offenses are from same 7 students
  - 3<sup>rd</sup> graders have been highest priority this year (more widespread)
- Technology
  - Expecting to be 1:1 in 3<sup>rd</sup> grade by January
  - There will be training for teachers (hopefully before January)
- ECE Budget Grant
  - Grant was submitted by DCPS
  - Now we are waiting (and could be waiting until as late as April)

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- CSP follow up – mission and vision plan
  - “What do we want for our students?”
  - Raw data will be on our webpage
  - Draft mission/vision ideas will be available for families to vote on (likely in Feb/March)
  - Goal is to choose one that aligns with goal of deciding “what do we want for our students?”
  - Hope to be done in April/May
  - Still have a goal of 70% family involvement
  - All comments will be anonymous so people feel able to share honest opinions
  - Hope to involve families, staff, and community
  - Focus groups will be spearheaded by parents from equity team, CSC, staff, and admin
  - Admin hopes to discuss at next staff meeting and by December LSAT meeting will have a firm plan to move forward
  - A suggestion was to poll Miner alumni (should be easy with 6<sup>th</sup> and 7<sup>th</sup> graders)

**Discussion: Teacher Communications (including Specials Teachers)**

- *Note: this is clearly a hot topic so it was suggested that we come to the next meeting with ideas to improve all school-related communications; we also did not get through much of the rest of the agenda so other topics (BOY testing, community safety) will be discussed at the next meeting*
- No firm teacher communications policy in place; teachers are expected to respond in 24-48 hours when a parent contacts them. There are certain policies under the CSC model that teachers are expected to follow, such as sending out monthly newsletters (but this can be done in any format, not specifically a newsletter)
- Policy for communications may be different for ECE versus K-5
- Currently Class Dojo is the main tool used. It is used by K-5 teachers; one ECE teacher currently uses it, but most do not (some didn't even know it was an option). However there are issues with Class Dojo that make it difficult for targeting specific audiences/groups; also few families use it.
- Admin is looking into purchasing Bloomz, an app that can be used by teachers/staff/school-wide.
  - Admin is able to sign all families up; families could then choose to opt out (with Class Dojo, families have to actively sign up)
  - Offers in-app, text, or email communications
  - Funded via Community School grant
- Edlio is offering a communications platform as well (\$3,000)
- Communication concerns that arose:
  - Knowing in advance if a teacher will be absent (not hearing from students, hearing from teacher or admin instead) – this should not just be a teacher responsibility, but an admin/staff responsibility as well.
  - What do parents want to hear from specials teachers? Updates on what students are doing in their classes.
  - Concerns of asking too much of the teachers versus not providing families with enough information.
  - Concern of lacking communications all around, from admin, PTO, LSAT, teachers, etc. Many parents feel they don't know what is going on at school. How can we reach them?
  - Concern that we need a single consistent platform for all teachers/staff/admin to use.
  - Need to find a way to make it easier for teachers (particularly specials teachers) to reach families without having to send 373 separate notices (even one per homeroom is still too much).
  - Communication issue has previously been raised via PTO and Equity Team surveys.

**Advocacy:** No report

**PTO Check-In:**

- Holiday Greenery and Baked Goods Sale is Dec. 6 and 7!

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*Meeting adjourned at 6:30pm.*