

LSAT minutes 2/24/21

In attendance:

Skip Holmes, Keri Sikich, Jen Geoffroy, Kerry Schwed, Dawn Gray, Emily Olesh, Jonathan Topping, Elizabeth Stuart, Carol Baker, Kestaganer Johnson, Elke Chen, Beth Prince, Sarah Schiers and Shareen Beech

Announcement made to non-LSAT parents in attendance that, after the budget overview, the meeting will be made private to LSAT members only. This is typical for the sensitive budget/personnel decisions that are discussed during these specific LSAT meeting(s).

Principal Geoffroy gave an overview of how the budgeting process works with DCPS, individual schools and their accompanying LSATs. This information is all available online as well.

Principal Geoffroy pointed out some of the most important takeaways from the DCPS budget allocation to Hearst. This initial allocation is for \$5,290,204 and this is an increase of \$236,976 compared to last year. This is based primarily on Hearst's projected enrollment of 356. We are also expected to receive an additional \$57,155 in federal stimulus funding. However, it is not clear when that stimulus payment will be received for spending by Hearst.

Principal Geoffroy went through some of the key parts of the DCPS staffing allocation model. We appear to be in good shape given our expected demands for the coming year. We also appear to have enough allocated for more help with our school psychologist and/or social worker staff.

A parent attending the meeting asked if we were going to bring back a full time STEM instructor. LSAT members described how, in previous years, the AP funding (.7 or .8 FTE) was used to fund an instructional coach position and the part of the second .5 of the school psychologist position in order to ensure we have a full-time psychologist to conduct evaluations and manage the intervention programs. Previously, the science position was funded after we reprogrammed one of the third classroom positions at a grade level where we did not think it necessary to have a third classroom teacher. Last year, we decided to fully fund the AP position to make it a full-time position. In addition to administrative responsibilities, the AP responsibilities include those of an instructional coach and managing the intervention programs. Because we created three classrooms at K and 3rd grade, we were faced with a decision to fund two of the following positions: science teacher, reading specialist, and/or math specialist. We chose to fund reading and math specialists given the needs of the students at the time. Further, many of our teachers have now received professional development training focused on bringing STEM materials into their classrooms.

At this point, the meeting was closed to the public and the LSAT began discussing the budget for the upcoming year.