



Capitol Hill Cluster School

Where Every Child Achieves

Peabody | Watkins | Stuart-Hobson | A DC Public School

LSAT Meeting Notes Watkins Elementary August 13, 2019

LSAT Meeting Attendees: : Meg Booth, Ebon McPherson, Alva Abdussalaam, Jen Loeb, AP Karel Angry, AP Joi Hollis, AP Mark Boisvert, Principal Elena Bell, Principal Kristopher Comeforo, Lauren Tate

Introductions

All members present gave quick introductions

Review of LSAT

LSAT Purpose/Background: A handout explaining the basics of LSAT with information taken from DCPS LSAT handbook was shared. LSAT members were given time to review, ask questions and discuss.

Open Positions: The LSAT Co-chair, secretary, and community representative positions need to be filled.

- Co-chair: Previous co-chairs have included a parent representative and a teacher representative. That model has worked well in the past, but is not required and is open to any member. The current co-chair is a parent representative. The new co-chair would need to be able to serve for two years.
- Community Representative: A community representative must live or work in the school boundary *or* be a member of one of the school's partner organizations. Last year a City Year Core Member was the representative. A City Year Core Member will be considered once the City Year members are selected.

School Year (SY) 2019-20 Structure

The LSAT members discussed the focus and structure of LSAT for SY19-20. There was an overview of the content and structure of the LSAT in previous years. There was a discussion about the desire to focus the work of LSAT to provide more substantive recommendations to the Principals and to look at longer-term at the areas of responsibility for LSAT (school culture,

budget, curriculum, etc.). Discussion included, but no decisions were made about the following areas:

- How to address priorities that are relevant to all three campuses or is the LSAT better to look at priorities per campus.
- Is it possible to outline the topics for discussion for ½ or all of the year to focus LSAT on identified priorities? Is it possible to prioritize the scope and sequence to support learning by the LSAT members in order to provide the most educated recommendations. Once priorities/scope are confirmed then the best structure to support that work can be decided.
- How would LSAT address questions that are not related to pre-planned agenda (e.g., parking lot list for principals; monthly office hours by each principal)?
- Comprehensive School Plan (CSP) could be used as a frame of reference to help support our work around principals' selected topics.
- Meeting management goals: stick to the agenda, focus on time management, set objectives for each meeting and move with intentionality, use the CSP to help set parameters for chosen topics instead of using the CSP to guide the work, recognize that the work supports long-term goals, 10-15 minutes only for public comment (additional questions can go in parking lot and be addressed during office hours).

Action items for September meeting:

- Principals will present their ideas for LSAT priorities
- LSAT will review the CSPs and provide feedback
- Principals will communicate their office hours on the newsletter and calendars.

The LSAT meeting ended at 7:27pm.