## Local School Advisory Team (LSAT) Engagement Best Practices SY23-24

### About the LSAT

A Local School Advisory Team (LSAT) is a group of elected and appointed members that shall exist in every DCPS school, is constituted according to these guidelines, and conducts the business outlined herein. The team consists of parents, teachers, non-instructional school staff, a community member, and in some cases students, to advise the principal on matters that promote high expectations and high achievement for all students.

|  |
| --- |
| Key Components of LSATs |
| **MEETINGS** | Consistent Dates and Times | It is important that you stick to a schedule after you announce your meeting schedule– changing dates and times after promotion is not good practice and can cause confusion. |
| Draft an Agenda | An agenda demonstrates forethought, helps frame expectations, and is helpful for late arrivals to know what they missed. |
| Materials | Provide your school’s information around that meetings topic. Enrollment Projections, Budget Projections, and CSP  |
|  |
| **Execution** | **LSAT Chair** | Sets the meeting topic alongside principal for cohesion and preparedness. This is a voluntary role for all members and being mindful of time will help with the overall experience.  |
| **Secretary** | Records meeting minutes and sends out agenda ahead of time to all members and principal/designee. Prompt and accurate meeting minutes are crucial to the  |
| **Principal/Designee** | Have materials ready to share with your LSAT to improve the use of meeting time  |
|  |

Agenda Components

Agendas should be clear and concise with accurate descriptions of what will be discussed and how long. Below are typical components to highlight in an agenda:

* Budget decisions.
* Organization of the school.
* Curriculum options, including special or supplementary course offerings and specialized research-based instructional strategies.
* Allocation of school resources.
* Priorities and considerations for staffing patterns and the selection of personnel.
* Monitoring overall student progress.
* School culture
* Family engagement

DO’s and DON’T’s

**DO**

* Actively engage in discussions and provide input on school-related matters.
* Collaborate with LSAT members and stakeholders in a respectful and inclusive manner.
* Review relevant data and information to make informed recommendations.
* Advocate for the best interests of all students and support equitable decision-making.
* Attend meetings regularly and come prepared with relevant materials and insights.
* Communicate effectively with the school community, provide updates and gather input.
* Stay informed about educational policies, budgeting, and school improvement strategies.
* Seek opportunities for professional development and training to enhance advisory skills.
* Maintain confidentiality when necessary to respect sensitive information.
* Foster a positive and constructive working relationship with the school administration.
* Working with the principal on initial development, regular monitoring, and continuous refinement of the local Comprehensive School Plan (CSP) (school goals), including the supporting budget.
* Advising the principal on school priorities.
* Reviewing data to be informed about school needs and trends.
* Using assessment results to develop specific strategies for research-based school improvement.
* Promoting a positive school climate through respectful discourse.
* Complying with the requirements of the District of Columbia Open Meetings Act and the Freedom of Information Act.
* Alignment of strategic and specific goals and objectives of DCPS.

**DON’T**

* Engage in personal attacks or disrespectful behavior towards other LSAT members or stakeholders.
* Dominate discussions and disregard the input of other LSAT members.
* Make decisions based on personal biases and/or conflicts of interest.
* Share confidential or sensitive information without proper authorization.
* Ignore the needs and concerns of marginalized or underrepresented groups.
* Miss LSAT meetings without valid reasons or consistent communication.
* Overstep the advisory role and attempt to take on administrative responsibilities.
* Make commitments on behalf of the LSAT without proper consultation.
* Lose sight of the primary goal of improving student achievement and promoting school success.

Additional Support

* Review sample agendas in the LSAT Toolkit.
* Stay up to date on school related topics in the LSAT Newsletter
* Want a thought partner? Need an extra body? Want help with outreach? Need templates for sign-up sheets or marketing materials? Want feedback on how to make your virtual open house a success?

**The Community Action Team is here to support. Email** **LSAT.help@k12.dc.gov** **or contact your CAT Specialist directly.**