



ELIOT-HINE MIDDLE SCHOOL LOCAL SCHOOL ADVISORY TEAM

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Meeting Minutes—DRAFT

February 9, 2022, 4:55 pm via Microsoft Teams

School Leadership Present: Marlene Magrino, Suriya Douglas, Donya Wright

LSAT Members Present: Mandrell Birks, Paliden Blankney, Sherri Anna Brown, Michael Edgerton, Barbara Hammond-Awitta, Lena Heid, Jean Kohanek, Evette Lang, Ophelia Morgan, Brittney Slaughter, Latashsa Williams-Tolson

LSAT Members Absent: Narissa Cooper, Marlen Giles, Sasha Silverman, Bradly Winans.

Other Attendees: Andrew Torrance.

The meeting was convened at 4:57 pm.

1. **General budget discussion.** School budgets for the 2022–2023 school year (FY2023) were released on the DCPS website (<https://dcpsbudget.com>) on Monday night, 2/7. This will be a quick process in terms of turnaround; we need to submit our initial response to the superintendent on 2/14 for feedback, with final budgets due to DCPS on 2/22; however, Eliot-Hine’s budget will be submitted on 2/18 due to staff travel. See Eliot-Hine’s budget here: <https://dcpsbudget.com/datasets/eliot-hine-ms-initial-allocation-2023>.

There are three types of funding in the budget. Enrollment Based Funding is based on the number of students enrolled and is the base per pupil allocation. Targeted Support Funding is additional funding based on the number of enrolled students who are at-risk or receive special education support. Stability Funding is for schools whose enrollment or budgets went down from the previous year to ensure a smoother transition.

Our projected enrollment is an increase to 321 with a budget of \$5,773,034. This is an increase of \$514,224 according to budget notes; the difference between last year and this year’s budget is \$373,034. Security is now a central office expense and not included in the school budget this year, so that may explain the discrepancy. Principal Magrino has asked for clarification.

Due to the hard work of the community, Eliot-Hine is no longer eligible for Transformation Funds, which was a grant to help struggling schools (and not a part of the budget). Overall this is a positive, but it does reflect a loss of spending power for the school. Last year, Transformation Funds were used to fund an assistant principal, technology coordinator, TLI, and to pay admin premium (behavior tech was not paid for out of these funds as previously reported). That said, we have a budget increase which may be enough to offset that, and we also have potential access to additional ESSER fund grants. We have \$90K in current ESSER funds that go through 9/30/22. Much of that is earmarked for the Acceleration Academy and after school activities, but could potentially be used for teacher supply grants to outfit classrooms, for example. We have some flexibility with other funds, too.

Ms. Hammond-Awitta noted that we are projected to receive one less special educator next year, and wondered when we would know for sure. Principal Magrino stated that there are a few locked positions and budget lines, but everything else is flexible, so we can retain that position if that is what we need. Ms. Hammond-Awitta stated that as the coordinator, she can see current IEPs and 504 Plan levels from current students, but can't see what's coming in; how do we know that we will actually have a decrease in students with special education needs? Principal Magrino stated that we don't know; DCPS does the algorithm, but we petitioned for an increase in our special education population in our enrollment projection.

Mrs. Slaughter asked if we can see how admin premium has been used so far (this pays for substitutes and time teachers spend above and beyond contract work). Principal Magrino stated that much of our admin premium for this year paid out of the Transformation Funds grant. Dr. Morgan confirmed that a certain amount must be allocated for admin premium in the budget, and gets spent down; central office covers any overages but that money does not roll over.

Principal Magrino shared the salary costs by positions for this year (https://dcpsbudget.com/fy23-budget-development-guide/appendix/#FY23_Item_Catalog). These aren't actual salary numbers, but reflect the purchasing costs for positions in our budget. It was noted that many of these positions have the same name as positions we have at Eliot-Hine, but may be paid with a stipend at the middle school level (for example, athletic director) or may be a part of another position (attendance coordinator). Principal Magrino noted that in trying to prepare VOEs, she noticed that we have some crossover on positions—some duties might be movable to other positions, and creating a stipend position to fulfill a task may be a possibility, rather than using a full time personnel position.

Mr. Edgerton asked that as an IB school, don't we have to have certain positions in order to remain in compliance? The answer is yes, but apart from design/modeling, they are already

mandated classes. As an IB school, DCPS includes the IB fee in our budget, and the IB Coordinator is included as a full time locked position this year. This has been a position that we could convert to stipend in the past; we need to ask if that is still possible. Our Connected Schools position will be funded again next year; this is not part of the school budget.

2. **Wishes for staffing for next year.** Principal Magrino asked that the LSAT consider these key questions when addressing staffing needs for next year:

- What positions or resources would best support blended learning and collaborative planning?
- What positions or resources would best support clear and consistent consequences?
- What positions or resources would best support community building and fun for all stakeholder?

Mr. Birks stated that more reading intervention would really help the culture of the school and particularly the students who may no longer qualify for specific intervention, but still struggle more than their peers in general education. Mrs. Slaughter agreed; she also believes we should preserve special education as many students are undiagnosed, and we need the support and social workers to build the plans. Mr. Blankney agrees with reading intervention, and suggested the one school, one book program; he also suggested a student advocacy board to help de-escalate conflicts. Mr. Edgerton stated that he would like a math coach, assistant principal in math or math TLI. There was wide support for reading intervention (especially exploring adding Read 180, which is connected to our emerging reader program System 44, instead of the current Stari program).

Principal Magrino appreciated those suggestions and will take those into account when making programmatic decisions; right now, we need to think in terms of budget—how can we meet these needs with a new or existing position? There was wide support for additional behavior techs so we have one behavior tech, one pass coordinator, and one dean for each floor/grade level.

Mr. Edgerton stated that in order to support clear and consistent consequences, we need coaching to happen and to sharpen the skills of the folks we have. Classroom management training for all staff (ideally) would help a lot in this area. There is a 45-hour class offered through the American Federation of Teachers; it is a week-long, all-day course that may give graduate credit as well. Ms. Douglas stated that we should explore how much admin premium it would take to offer that to teachers, and to explore if people would be willing to do a summer weeklong course, or something two times a week over the course of a

semester. Principal Magrino stated that this could be something we apply for ESSER or other funding to achieve.

Mr. Birks asked whether there were existing programs that could support all classrooms, and not just core classes, which is a constraint with City Year. Others echoed the concern that not all teachers are feeling supported. Many programs are costly or have similar administrative constraints; even partnering with a college to place interns at Eliot-Hine could be helpful, but may also end up being more work if you have to spend extra time managing the intern as well. Principal Magrino stated that the cost of seven (7) City Year staff was \$80K—approximately the same amount as the cost of 1.5 behavior techs. Programs like Teach for America cost the same as a full-time teacher; a long term sub in the classroom or supporting multiple classes full-time would also be closer to the cost of a full-time teacher. Urban Teachers are about the cost of an aide, but also can't lead a classroom. It was noted that all teachers need support and we need to figure out a way to add people who can act in all classrooms, perhaps even volunteers or a volunteer program.

Mr. Edgerton inquired about the results of the efforts implemented this year. Principal Magrino stated that consistency in terms of all staff welcoming kids into the building, using ASL signs, and the daylight/twilight/pass procedures have been most successful. She is reaching out to Credible Messengers to further these efforts.

With a final call for budget items, Mrs. Slaughter stated making sure that we have three of everything for each of the grades should be a priority. Principal Magrino stated that teachers can only teach a maximum of six (6) sections, and so we may need to be flexible in how we visualize positions—instead of three (3) full ELA teachers, maybe we can better utilize 2.5 with one of them teaching something else part time. It's a constant trade-off—let's think in terms of what's working and what we can leverage.

Principal Magrino will draw up some specific staffing proposals Thursday, and will consider how best to share with the LSAT on Friday prior to the afternoon meeting.

The meeting was adjourned at 5:50 pm.

The next meeting is scheduled for Friday, February 11, 2022 at 4:15 pm via Microsoft Teams. *PLEASE NOTE: this meeting will be closed to the public per D.C. Official Code § 2-575(b)(10), as specific discussions pertaining to school budget include confidential personnel matters.*