



MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

1250 Constitution Avenue NE, Washington, DC 20002 • (202) 698-3838 • mauryelementary.com/lSAT

Meeting Minutes

Tuesday, January 10, 2023, 4 pm via remote teleconference

School Leadership Present: Principal Helena Payne Chauvenet; AP Andrew Lardell

LSAT Members Present: Amy Daniels, Richard Parker, Ashley Quarcoo, Darchiniquia Smith, Shavanna Miller, Amy Toner, Maria Cali, VanNessa Duckett, Emily Paterson, Abby Sparrow, Angela Stover, Elizabeth Nelson

LSAT Members Absent: Rebecca Sanghvi, Rachel Schwartz

The meeting was called to order at 4:09 pm (EST).

1. Previous Meeting Minutes

Minutes of the December 13, 2022 LSAT meeting were unanimously approved. The motion to adopt was put forward by Amy Daniels and seconded by Ashley Quarcoo.

2. Community Comments

No comments.

3. LSAT Focus Topics

• Comprehensive School Plan [Updates]

What has enabled and driven progress in focus areas?

What may have hindered progress in focus areas?

Principal Payne Chauvenet reported: Annual needs assessment. School leadership and teachers look at reading and math assessments (data), and use high leverage times to craft goals each year. They are looking at CSP goals at mid-year and looking at how students and the school are tracking with January reading and math assessments. Some areas have quarterly tracking. Students are making growth but still have to see assessment test results. Students are showing growth in focus groups, focus on inclusive practices, and through tutoring and Tier One general education practices. The school's CSP contains many different goals, so mid-year is time to look at 2nd quarter and specific reading and math assessments.

Barriers: Usually operational. Human resources issues and procurement delays to get contracts or requisitions that slow how the school can offer various supports, such as training or curriculum supplements. There are many needs and a limited number of teachers and staff.

Principal Payne Chauvenet reported that Maury has received additional funding from DCPS. DCPS Central Office asked school leaders if their respective school is over enrolled. And while Maury is not as a school overenrolled, the current 4th grade is over the 25 student per class recommendation. DCPS Central Office has provided Maury with additional funds to pay to hire for the following for the current school year (SY22-23): PE - an additional .5 position, an academic interventionist to provide small group support to the upper grades (particularly 4th grade), and a clerk to support administrative needs in the Front Office. The funding is from a one-time funding source, and there is no guarantee that Maury will receive those additional funding amounts in next year's budget. The relevant position announcements have been posted, and school leadership plans to interview and hire as quickly as they can find the right person who accepts the offer. It is possible that the school's current long-term PE substitute may absorb the additional half-time funding.

- **Budget [Enrollment projection, budget timeline, priorities]**

Question to Principal Payne Chauvenet: Are there any updates as to the release of the DCPS SY23-24 school year budgets?

Principal Payne Chauvenet: No timing changes are anticipated, and the budget (as in past years) will likely be released in early February.

- **School Budget Priorities**

- What current expenditures are most directly supporting Maury's CSP / master schedule?

- What potential additional expenditures would most directly support Maury's CSP / master schedule?

- Where does the school actually have budget flexibility?

- What expenditures are optional or flexible as opposed to required?

Principal Payne Chauvenet: The school's CSP drives goal setting, expenditures should align with the goals. Walk-throughs to assess trends and identify needed supports do not cost. But the school uses funding for supplemental curriculum and updating existing curriculum. For example, teaching reading requires ways to help students be more attuned to phonics, providing support for below-grade-level, and encouraging text deep dives. Math supplementary materials purchased include Number Talks, which helps students with math vocabulary that helps them with concepts. There are expenses for professional development for teachers, including support on inclusive learning and on proactive and responsive strategies to support student learning and behavior. These are examples of how school spending aligns with the school's CSP. The school's Master Schedule should be driven by the goals, and it is to the extent funding is available for the positions to meet those goals. The Master Schedule also shows the limitations of what the school can do/offer given the positions available and that is the personnel budget.

Budget priorities for next year: Retaining current staff, reasonable class sizes, support for students who need intervention (Special Education (SPED) and below-grade-level), enough Specials to provide other ways to engage students. The school needs operational support, two (2) full-time PE teachers (to meet DCPS mandate to increase students hours in health & PE), administrative staff support for paperwork and processing and training for having a larger school. Other positions to support students, for example, a counselor, would be welcomed if Maury receives sufficient additional funding in the SY23-24 budget allocation.

Specials required by DCPS are art, music, and PE. Schools must have some office staff and custodial staff as based on a set formula. SPED staffing is required, and the number is based on a set formula. Schools have flexibility as to several positions, for example, a school librarian, Assistant Principal, and reading specialists. Think Tank and world language are also not currently required. Teacher planning time is required and necessary, and Specials classes provide the necessary opportunity to work that time into the Master Schedule. Since Specials have to be offered in order to make the Master Schedule work for 500+ students, the option is to offer Specials (in addition to art, music, and PE) so that students are exposed to more areas of learning.

Question: The new DCPS teachers bargaining agreement provides for an increase in teacher salaries, retroactive to the past two years plus this year. What impact will that have on the school's SY23-24 budget?

Principal Payne Chauvenet: If DCPS does not cover that additional personnel expenditure in its budget allocations, schools, including Maury, will have to look at and make decisions around flexible positions. Maury can be creative, but it would ultimately hurt students.

Question: How significant is the DCPS Impact Aid Survey? Did Maury get the number of responses anticipated/needed?

Note: Each year, DCPS asks all families to complete the Impact Aid survey to generate additional federal funds for DCPS. This year, the surveys are fully electronic using the Seamless platform. All eligible DCPS families are asked to complete one survey per child, not household. Families have until April 30, 2023 to complete the survey. The survey is currently available at: <https://dcps.dc.gov/page/dcps-impact-aid-survey> (last visited Jan. 10, 2023).

Principal Payne Chauvenet: The school does not get any feedback on that survey with respect to school-level impact, nor response rate by members of its community.

- **School Budget (past approach)**

Principal Payne Chauvenet: In past years: Maury got its DCPS budget allocation, that was compared to current personnel, and then there was an opportunity to add or take away. There have been conversations for years around whether salary increases are accounted for in overall levels, whether the budget allocations maintain dollar-for-dollar levels or position-by-position. The final budget to submit for approval is created by subtracting required amounts from allocation, allocate funds for flexible positions, and then allocate funds for non-personnel items.

Question: How does DCPS allocate SPED funding?

Principal Payne Chauvenet: The total number of required IEP hours do matter, but it is about the intensity of the SPED services required to be provided by the school to serve all student IEPs. There are different types of interventions and levels of intensity. There is also a cap on how many students can be on a caseload.

- **2023 DC Deputy Mayor for Education (DME) studies (Update, if any)**

- 2023 Master Facilities Plan**

- Student Assignment & School Boundaries**

- **DCPS Strategic Plan 2023-2028 (Update on DCPS shared draft ideas, if any)**

The LSAT Chair and Principal Payne Chauvenet stated they have no updates with respect to these three surveys. The LSAT Chair noted that all three surveys propose community engagement, and that opportunities for community engagement will be shared with the Maury community when information on those opportunities is provided.

4. New Business

The LSAT Chair noted that the DC Office of the State Superintendent of Education (OSSE), with the State Board of Education (SBOE), are in the process of revising and collecting public comment on Draft DC Social Student Standards (during the revision process). Content standards establish minimum expectations for the content knowledge and skills students should master at each grade level. The public comment period (<https://osse.dc.gov/page/social-studies-0>) is open until January 30, 2023 for feedback on the draft standards. Interested individuals may provide public comment at https://opportunityconsult.qualtrics.com/jfe/form/SV_ewldKVxd8l2CZ9Q.

5. Community Comments

No comments.

6. Adjournment.

The chair adjourned the meeting at 4:40 pm

The next LSAT meeting will be held at 4 pm, on Tuesday, February 14, 2023, via TEAMS.