



# MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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

## Meeting Minutes

Tuesday, April 11, 2023, 4 pm (EST) via remote teleconference

**School Leadership Present:** Principal Helena Payne Chauvenet;  
Assistant Principal Andrew Lardell

**LSAT Members Present:** Amy Daniels, Ashley Quarcoo, Richard Parker, Ashley Quarcoo,  
Amy Toner, Maria Cali, VanNessa Duckett, Emily Paterson, Abby Sparrow, Elizabeth Nelson

**LSAT Members Absent:** Darchiniquia Smith, Shavanna Miller, Rebecca Sanghvi,  
Rachel Schwartz, Angela Stover

**DCPS Visitors:** Damian Popkin, Dwaine Carr

The meeting was called to order at 4:02 pm (EST) by the Chair.

1. **Previous Meeting Minutes.** Per advice of DC Office of Open Government, LSAT meeting minutes do not need to be approved by roll call vote. There were no objections by the LSAT members to changing to this method of approval. There were no changes or corrections to the minutes of the March 14, 2023 LSAT meeting, and they were approved and adopted.
2. **Community Comments.**  
There were no community comments.
3. **LSAT Focus Topics**
  - **Comprehensive School Plan**  
Principal Payne Chauvenet noted that school administrators and teachers will examine end of Term 3 data over the next couple of weeks and continue to monitor students' progress in reading and math.

Grades 3 – 5 are finishing up units and preparing for PARCC while weaving in new material depending on the pacing of their teaching units.

All Maury staff members met yesterday (Monday, April 10th) for Professional Development Day to look at upcoming Term 4 units and modules. Discussions focused on high-level skills in math and writing. The meeting yielded substantial conversations around misconceptions with respect to certain skills and inclusion and inclusive practices. It included work with special education team members and paraprofessionals to hone in on inclusive teaching practices and ensure diverse engagement within classrooms.

● **Budget – SY2022-23**

1. The Chair noted he is monitoring advocacy opportunities and the current status of the DCPS budget as stands with the DC City Council and the Mayor’s submission of the DC proposed budget.

Principal Payne Chauvenet had no substantive budget update to share.

With respect to the school’s budget, she noted that her focus will be on ensuring staffing over the coming school year, managing for parental leave and other anticipated gaps.

2. Update on positions - mid-year budget supplement:

Principal Payne Chauvenet reported that she has been unable to fill the intervention coach position for the upper grades position due to lack of qualified applicants. She also noted that DCPS does not allow those funds to be moved into a different category for a different use. She reflected that this is a learning lesson should DCPS provide opportunities in the future for mid-year funding.

Q: Should LSAT parent members focus budget advocacy on obtaining funding to reinstate the math interventionist position or focus on an increased budget as a whole?

A: Principal Payne Chauvenet stated that the loss of the math interventionist position was a huge loss for the school and recommended parent budget advocacy focus on obtaining additional funding in a sufficient amount (teacher salary) to support that position. She noted that an additional 4th Grade teacher is a secondary need.

● **Enrollment, Lottery Results, and Waitlist Movement**

The school has processed around 55 enrollments so far this enrollment season and there are more in the queue. The school will first get Pre-K enrollments in place, which require more documentation from families as they are new to the school system. The school will then process re-enrollments. The DCPS goal (as well as Principal Payne Chauvenet’s goal) is to have 60% re-enrollment by May 5, 2023, and 90% re-enrollment by early June 2023. The earlier that the school is able to get re-enrollments processed, the smoother it goes in the fall and for the subsequent enrollment audit. The school used this approach of focusing on the front end of re-enrollment last year and the process went much smoother this past fall.

The total number of lottery spots for Maury is 40 students (32 spots for PK3 and 8 for PK4). Pre-K lottery spots are overwhelmingly filled with students receiving sibling preference.

After lottery applications were due, DCPS requested schools with historical offerings in summer to open up additional spots for flexibility. In Maury's case, DCPS allocated 12 spots for next year's Kindergarten class. Offers have been extended, and it is unclear how many will accept spots. Maury is not necessarily required to fill all 12 slots from the lottery waitlist if they are not initially filled. Principal Payne Chauvenet noted that Kindergarten is a hard grade to predict because enrollment in that grade is not composed of all new students or largely siblings of enrolled students (or changes relative to PK). Principal Payne Chauvenet will look at the ideal class size and the teachers union contract requirements when considering any additional waitlist offers.

Q: How can the LSAT help promote early re-enrollment efforts?

A: Principal Payne Chauvenet observed that class letters from LSAT parents and room parents making a personal ask at specific grade levels have been the most effective in the past. Maury has a number of upcoming activities that will be used to emphasize the importance of and raise awareness about re-enrollment: Early childhood nights; Kindergarten orientation night; and Enrollment Saturday on April 25, 2023, which will include a uniform swap.

The Chair asked Mr. Popkin, Maury's assigned DCPS Community Action Team member, what other DCPS schools' LSATs are doing to help promote re-enrollment at their respective schools. Mr. Popkin commented that LSATs vary in terms of how/if they support re-enrollment at their respective schools. He shared that one school is organizing a block party to encourage community awareness and enrollment /re-enrollment.

Q: Do re-enrollment numbers support a stronger budget advocacy position?

A: Principal Payne Chauvenet shared that there have been different experiences in different school years. She noted that the earlier the school has enrollment numbers (particularly when high), the earlier the school can make a request for additional funding. DCPS usually provides a process by which schools may request budget assistance, but it has not been the same every year – and any such process is not concrete for next year.

Q: In light of new enrollments of students with IEPs and the current number of IEP minutes and Special Education teacher caseloads, how is the data used to request additional funding, specifically for an additional SPED teacher, based upon IEP minutes and current caseloads?

A: Principal Payne Chauvenet stated that she would make a request should it be justifiable based upon actual need.

Q: Does the school get updates on how re-enrollment is progressing?

A: Principal Payne Chauvenet stated that she can access enrollment figures daily in Aspen and noted that DCPS also sends out enrollment numbers weekly. She also shared that the time-consuming part of re-enrollment is the processing of paperwork after it has been submitted to the school.

Q: How can the school and LSAT inform the community of the school's enrollment goals (60% by May 5th, and 90% by early June), and provide the community with ongoing enrollment progress/numbers? Would it be possible to include updates on Maury's enrollment progress through a graphic in the Principal's weekly update and also include reminders in morning announcements?

A: Principal Payne Chauvenet stated that these are good ideas that can be implemented.

• **EOY academic data (including demographic data)**

End of Year data will be available in mid-June. This includes DIBELS, iReady, and a couple of other reading assessments which will inform needs assessments, teacher coaching, and planning for early intervention and Term 1. PARCC results are usually made available to the school in the following fall.

AP Lardell will check again with DOT (district level system) on accessing demographic performance data, including Hispanic/Latino students.

4. **Specials – Evaluation of this year's new rotation schedule**

Principal Payne Chauvenet noted that every grade level has Specials at the same time now, and that the Specials teachers have provided positive feedback.

An LSAT teacher member noted that the teachers in early education prefer the old Specials schedule, but they recognize that the change is necessary given the increased enrollment at the school. She noted that students seemed to have retained knowledge from the prior Specials even after a term gap.

A second LSAT teacher member noted that older students have proven capable of keeping track of the rotating schedule.

Q: What about library? Is there a way for students to have more access to the library, for example, to look for and to check out books throughout each and every term?

A: Principal Payne Chauvenet shared that library is the one Specials class that is likely not to be included on the rotating Specials schedule next academic year. She explained that, next year, it will be possible to offer library every week to all students for the entire academic year, because the school will have two full-time PE teachers beginning in the fall.

5. **Partnership for Assessment of Readiness for College and Careers (PARCC)**

Principal Payne Chauvenet shared that there was a glitch in the speech-to-text option/function making it unavailable at the city level, and that impacted individuals were informed. The 5th Graders are preparing to test for the second time. PARCC preparation is taking place in the 3rd, 4th, and 5th Grade classes. The school will hold a PARCC Spirit Week after Spring Break to support and encourage the upper grade students.

6. **DC/DCPS plan updates**

- 2023 DC Deputy Mayor for Education (DME) studies
  - 2023 Master Facilities Plan (MFP)
  - Student Assignment & School Boundaries
- DCPS Strategic Plan 2023-2028

With respect to the Boundary and Student Assignment Study 2023, the Chair noted that information is available on the DC.gov website via the Office of the Deputy Mayor for Education webpages (<https://dme.dc.gov/boundaries2023>), and the site includes a link by which community members can provide feedback.

Mr. Popkin noted that the Advisory Committee on Student Assignment only recently met for the first time, and that they would be creating recommendations for attendance zones, feeder patterns, and school assignment policies. Those will be recommendations to the mayor.

Principal Payne Chauvenet reported that with respect to the DCPS Strategic Plan 2023-2028 there was, a couple of trainings ago, an information session for DCPS principals focusing on what the Plan's vision will be, including what would an ideal school look like. She shared that no specific goals have yet been announced.

7. **Community Comments**

An LSAT teacher member mentioned it would be great to have playground trash cans that have lids to close so that trash does not spread around the playground and does not attract bees. She suggested this might be a good area for parent advocacy.

An LSAT parent member noted that he has been picking up litter around the school grounds for several years, and that in the past year he has, on a few occasions, had to pick up dog poop off the playground and inside the 13th Street gated side yard. He suggested that if kids are going to be eating in these areas (now that the weather is getting warmer) the school may try to find additional ways to ask community members not to bring pets onto the school grounds. He noted that Principal Payne Chauvenet has included that request in her weekly updates.

8. **New Business**

The Chair noted that elections for the parent members of next year's LSAT will take place next month. He asked Mr. Popkin how the LSATs at other DCPS schools are promoting their upcoming elections?

Mr. Popkin noted most schools have not yet started talking about LSAT elections. He suggested possibly identifying parents/caretakers/guardians who have strong opinions to share, and targeting families with children in the lower grades (i.e., PK and Kindergarten) who are new to DCPS and may be unfamiliar with the LSAT and other opportunities for parent engagement.

An LSAT parent member shared that it is important to raise awareness about the LSAT and its role. She observed that many Maury parents/caretakers/guardians are not fully aware of the role the LSAT plays, and are also unaware of the time commitment - particularly with respect to budget considerations and issues. She noted that growing awareness may cultivate a pipeline for future participation (not necessarily just for elections for next year's LSAT parent members).

**Adjournment**

The Chair adjourned the meeting at 5:03 pm (EST).

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The next regularly scheduled LSAT meeting will be held at 4 pm, on Tuesday, May 9, 2023, via TEAMS.