



# MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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

**Meeting Minutes** – Tuesday, January 16, 2023, 4 pm at Maury Elementary School

**School Leadership Present:** Principal Leah Hassler

**LSAT Members Present:** Stacia Cedillo, Emily Paterson, Patrick Koontz, Elizabeth Nelson, Emily Cramer, Courtney Myers, Richard Parker

**LSAT Members Absent:** VanNessa Duckett, Katelyn Mazenko, Lauren Mooney, Steve Beam, Shavanna Miller, Tiffany Myers, Amy Toner

The meeting was called to order at 4:03 pm (EST) by the Chair.

**1. Previous Meeting Minutes.** There were no changes or corrections to the minutes of the December 12, 2023 LSAT meeting. They were thus approved and adopted.

**2. Community Comments.** There were no community comments.

### **3. LSAT Focus Topics**

- Comprehensive School Plan (CSP). Principal Hassler shared a slide deck providing an updated overview. (A copy of that document is attached.)
  1. Focused CSP implementation - Special Education and Intervention services:  
The Special Education team (4 teachers) is serving students with IEPs as well as providing in class support to Tier III students (those performing 1 or 2 levels below grade) – this supports inclusion and helps given there is no math interventionist. There is no out-of-class math support outside SPED services. The reading interventionist works with students in Grades 1 through 5 in small groups, with a total of about 20 students determined by teacher input, Tier III student standing, and tracked academic data via the DCPS Panorama platform.  
Members acknowledged the school’s great SPED team and reading interventionist.
  2. Mid-year testing results are not yet available. Principal Hassler shared that that mid-term academic testing results should be ready to share by the end of this month.

### ● Budget

The FY24 DCPS Principal Budget Development Guide is available at: <https://dcpsbudget.com/updated-budget-model/> (last visited 1/17/2024). LSAT members and members of the community are encouraged to review this helpful resource.

1. Principal Hassler shared that currently personnel expenditures (e.g., administrative, teacher, and staff salaries) most directly support Maury's CSP and master schedule. Budget line items most directly supporting the school in achieving CSP goals include the targeted afterschool tutoring program (have 8-9 teachers tutoring small groups of 2-3 students – paid for by administrative premium and ESSER funds (ESSER funds won't be available next year), professional development, and classroom-related supplies including electronic licensing and updated curriculum materials? With respect to professional development, it was noted that, while typically expensive, the school this year has been able to identify some low-cost opportunities and has also been able to use PTA funding to support professional development for teachers.
2. It was shared that funding to schools is made through dollar allocations for positions, programs, and non-personnel dollars. Each allocation is designated a level of flexibility (1-3) that determines how the funds can be budgeted.

Level 1 (Mostly Locked Positions): Rarely flexible – Schools must seek permission to alter these allocations as they are upheld by DC graduation requirements, DC Code, and/or local or federal requirements. If allowed, the request shifts the allocation within the program for its intended use. For example, schools may request to swap one special education position for another.

Level 2 (Includes required positions): Flexible with petition – Schools must seek permission from their Instructional Superintendent to alter these allocations.

Level 3 (Flexible positions): Fully flexible – Schools receive funding for a position or initiative but are not required to budget for that position or initiative; the funds are budgeted at the discretion of the principal.

Requesting Changes: Principals submit petitions in the budget application for review by Instructional Superintendents.

For more information on budget flexibilities, refer to the DCPS budget development guide (including the page “Building a Budget with Allocations – All Flexibility Levels at <https://dcpsbudget.com/budget-development-guide/>) (last visited 1/17/2024)

3. Principal Hassler shared that she is unaware of how updated costs of positions and inflation will impact the school budget.

- School Culture

1. Members agreed that students have adequate access to such things as art, music, PE, and movement opportunities. Principal Hassler shared that the current master schedule works to support all students' access and that given enrollment projections she anticipates programming with be the same for the next academic year.
2. Members agreed that students appear to have sufficient access to school social worker, psychologist, and behavioral tech support, and there is a strong mental health team in place. It was observed that the school is fortunate to have all three positions filled given that that is not the case at many DCPS schools. Teacher and staff LSAT members shared that they feel that they have sufficient access to support for their own mental and physical health and well-being.
3. Principal Hassler and the teacher members reported that they feel like the school is making sure that students are, and feel, safe. The teacher and staff members shared that they feel that they have the safety they need to effectively teach.

Q: A committee member observed that many Maury teachers are doing lots of things beyond classroom teaching, such as leading the ski club, holding the spelling bee, hosting STEAM Night, and it seems they are asked to do a lot of extra stuff and wondered if those might be stressors for the teachers.

A: Principal Hassler shared that these are all volunteer opportunities and generated out of the teachers' own interests. Teachers are not required under school or DCPS policy to participate in school committees.

A: A teacher member also shared that the teachers also receive parent support, which helps make the activities and events possible.

- Budget process –February budget meeting(s)

Principal Hassler reported that she has not received any recent budget related updates related to timing or budget allocations from DCPS to share with the committee

The Chair noted that in past years the budgets have dropped in mid-February. The process requires a tight turn around in budget recommendations and the budget submission – in part so that the school has the necessary time to submit a petition for additional funding based on specific requests. The LSAT may have to meet more than one time the week the budget allocation is received, and he recommended that the group meet in person, if possible, to discuss its budget recommendations.

### **3. General Topics**

- Building maintenance issues

Business/Operations Manager Patrick Koontz reported on maintenance Issues, reporting no major outstanding work orders.

### **4. Advocacy / Community Engagement**

- Office of the Deputy Mayor for Education (DME) Boundary Study Principal Hassler and LSAT members encouraged continued community engagement and communication on the Boundary Study Committee's possible recommendations.
- It was noted that the public comment period for the Office of the State Superintendent of Education (OSSE) draft social-emotional learning (SEL) standards was open.

**5. Community Comments.** There were no community comments.

### **6. New Business.**

- Discussion of February LSAT meeting was included above.

### **Adjournment**

The meeting was adjourned at approximately 4:50 pm (EST).

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The next LSAT meeting is planned to be held, starting at 4 pm, on Tuesday, February 13, 2024. It was noted that there will be an Open House at Maury at 6 pm that night.