



MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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

Meeting Minutes—DRAFT

April 21, 2020, 8:00 am via remote teleconference

School Leadership Present: Helena Payne Chavenet, Taeneress Griffin

LSAT Members Present: Jean Kohanek, Elizabeth Nelson, Becca Schendel Norris, Becca Sanghvi, VanNessa Duckett, Norah Rabiah

LSAT Members Absent: D'Angela Williams, D'Ann Lettieri, Stefany Thangavelu, Katie Spellacy, Shannon von Felden

Other Attendees: Lora Nunn, George Blackmon

1. **Approved minutes from previous meeting.**
2. **Community comments.** Mr. Blackmon shared his thanks for all that school leadership and faculty are doing in this difficult time.
3. **Updates from previous meetings.**
 - Support Group for Families of Children with Special Needs. Due to the school closure, the support group was unable to hold an initial meeting. Jean Kohanek has put together a listserv instead, and will plan to kick off with a meeting next school year. (Anyone interested in joining can send an e-mail here: sn-support-maury+subscribe@groups.io)
 - Maury Book Club. Now that the academic year is ending on May 29, it is unlikely we will have another book club meeting this school year.
 - Budget. Principal PC reported the following:
 - Our budget requests and allocations submitted pre-closure will remain as originally submitted. Applications for new teacher positions are open and school leadership is interviewing for the newly-allocated Kindergarten and Grade 1 teacher positions.

- As usual, there may be some teacher turnover with positions to fill for the Fall, but there is nothing to publicly report at this time.
- DCPS has lost some funding for HeadStart district-wide, but that will not affect our early education funding for next school year.
- The new position we have requested for a fourth Grade 2 teacher is still an open question, and is dependent on our enrollment numbers for the 2020–2021 academic year. DCPS will not commit funding based on “intent to re-enroll” feedback, we need actual enrollment. If we don’t get the extra position, Plan B would be to allocate extra support for the grade (teacher’s aides, etc.). Plan C would be to consider mixed-aged classroom options, but would need to consider whether that will achieve the desired outcomes (in years past when this was done, we had a para dedicated full-time to the mixed-age class—it’s not clear we would be able to do that in the current budget environment as aides in this grade are PTA-funded). These possibilities are being discussed with current staff and candidates.
- “Flash funding” is theoretically available, but due to the closures DCPS has already placed some freezes on supply budget purchases for the current school year. We have always relied heavily on the PTA for supply budget support, and this may be even more so next year—everything is going to be a little tight, and we will have to budget very wisely next year.
- As for PTA funding, Maury at the Market can theoretically be done 100% online, so it will happen this year one way or another. There will likely be some updates on that soon.
- Enrollment. Principal PC reported the following:
 - We will likely need to conduct 2020–2021 enrollment via an online process, but DCPS has not yet communicated how this will be done. Front office staff are preparing to collect and store enrollment information received remotely. There are issues to consider re: collecting the proper documentation for remote residency verification.
 - In a typical school year, enrollment forms are usually out by this time, so we are already ~ 1 month behind on the enrollment process and will be further delayed by the time enrollment begins.

4. School Closure and Distance Learning.

- Principal PC reported we have now completed 4 weeks of distance learning, which began with a crisis response plan and has evolved into a more programmatic structure.
 - The initial rollout was an online program focused on ensuring available office hours, starting to work on an online lesson format, and working with families to ensure there was access to necessary technology. Teachers experimented with different platforms—DCPS uses Teams as their official platform, but Zoom has some advantages.
 - We have now largely moved to 5 lessons/day, with daily communication of suggested learning plans for families. We have increased recorded content online, and aim for at least 1 weekly live session per grade level, which increases in frequency and academic rigor as the kids get older.
- Ms. Duckett shared her view that distance learning has been working well. Each week she provides 2 pre-recorded lessons and 2 interactive periods online, and families have been checking in and sending homework by e-mail. She talks to some students by phone who need more frequent connection, and is doing one-on-one lessons for one child who does not thrive in larger group online sessions. They've also resumed their Friday whole-grade morning meetings.
- Ms. Sangvhi shared her view that although Teams can be frustrating to navigate, Maury teachers are overall doing a really remarkable job given the fact we had almost no notice this would happen or any experience with this way of teaching.
- Principal PC shared that although we officially have a shorter calendar this school year, there is still some uncertainty regarding the Fall. While we have technically “reclaimed” some academic time due to the cancellation of PARCC and DCPS testing, distance learning puts a strain on the content teachers were originally planning to cover this academic year. We are trying to figure out what's reasonable to expect families to do and teach, so may be shifting some learning to the Fall and/or making changes to the planned curriculum. There is a lot of conversation, innovation, and trial-and-error happening right now.
- Ms. Rabiah shared her view that from an interventionist's standpoint, she has been pleasantly surprised at how easy it's been to set up one-on-one and small group lessons for kids.

- Accommodating differing needs of our families:
 - Teachers are not doing 100% “live” teaching in order to accommodate parents with more than 1 student at different grade levels, or those with only one device to share for both work and school.
 - The school has reached out to all families with known needs to offer Chromebooks, and has also responded to requests from families to borrow Chromebooks. Most Maury families do have internet access.
 - While some families may not be using Teams, teachers are working with them to get work to them (direct e-mails with work attached, accepting photos of completed work, etc.).
 - More than 95% of Maury students are consistently participating in distance learning in some way. For the remaining 5%, there has been a round of calls with the school social worker to determine what the barriers were. In many cases it was access to technology which has now been addressed. It’s a continuous cycle—every few weeks we evaluate who’s participating and who is not.
 - Distance learning is not reflective of how we do school in a normal scenario, and we recognize the pressure families are under in a pandemic. We are being flexible about tasks, participation, and timelines.
 - Ms. Duckett noted that Polite Piggys is sharing links for online content offered by after-school activity vendors, to provide some of the enrichment that many students were receiving in Polite Piggys. These links are being shared via e-mail to the whole school, and will also be posted on the Maury website.

- Staying connected as a school community:
 - Ms. Rabiah highlighted the school-wide morning meeting that was recently shared on the listserv, and asked meeting attendees to get the word out about using Flipgrid videos to bring the school community together.
 - Community member Lora Nunn shared that she’s been impressed with the Grade 1 parents who are helping students stay connected with one another by facilitating small-group virtual art and other classes.
 - Aunt Lizzie recommends that everyone listen to Ms. Duckett’s read-aloud videos that were shared on the listserv.

- Grading:
 - Students will receive the grade they had at the end of our on-site learning. Any work done can only help them, and there will not be penalties for missed work.
 - We understand we need to be flexible with families right now and that Specials adds 6 more classes/week on to the homeroom teacher assignments, but Specials teachers do want their academics to be taken seriously. We have started adding Specials assignments to Teams.

- Access to the school building:
 - If a parent needs to retrieve items left at school, they should reach out to Principal PC to arrange a specific time during a packet pick-up day. Priority will be given to parents retrieving emergency items such as medication.
 - There is a strict limit of only 10 people in the building at any time, including custodians, security, and administrators.

- Assessing student progress moving forward:
 - PARCC and DCPS testing is canceled for this year. As a result we have actually gained about 7 days of instructional time.
 - If we're back in the building in the Fall, we'll do a beginning-of-the-year assessment for reading and math, as is our usual practice.
 - We could *theoretically* (not confirmed at all) be “reopening” with distance learning in the Fall. Some teachers are doing assessments via distance learning now, and that may become more formalized in the August/September timeframe.
 - While Maury has implemented distance learning with new content, that's not necessarily true for all DCPS schools—others spent several weeks reviewing old material, and are just now starting new content. We are well situated.

- Summer school: DCPS has not shared any details yet.

- Students with 504 / IEP plans:
 - AP Griffin reported that Maury is holding all of the required 504 meetings virtually. Within the next 2 weeks, all students with 504 plans will be covered through September.

- The special education team is also scheduling meetings so that we can be in compliance and ready to go.
- IEP due diligence meetings will be done. Re-eligibility is contingent on having adequate data. We will probably have some very individualized Fall contingency plans, but we expect students to be grandfathered through on pre-existing plans based on what is available. The DCPS deadlines are usually mid-October, but there may be some relaxing of the requirements.
- Initial evaluations for IEPs will be handled by a DCPS team, because school psychologists cannot travel to anyone's home to do the initial assessment.

5. LSAT Elections

- The LSAT office has provided guidance confirming that online elections are permitted. Ms. Sangvhi agreed to review the Union guidance on elections for teacher representatives to confirm that remote voting is permitted. She noted that election results should be submitted to the Union by the end of May, and that a teacher nomination meeting must be held at least 5 days before the election, with nominations due 2 days prior to the election. Members of the LSAT agreed to set an election date for remote voting sometime in the month of May. Jean Kohanek will discuss with the PTA regarding preferred election dates.

6. New Business

- Maury student who tested positive for COVID-19: Aunt Lizzie asked if anything was known about the health of the student. Principal PC explained that she doesn't know who the student is, and that she hasn't received any additional information.
- Any needs of Maury families we can address?: The school social worker is in touch with families regularly. Maury has also received some funding to support needs, and school leadership will discuss that with the parent leads and the PTA. One option may be ordering some more grocery store gift cards, which are the most-requested item.

Meeting was adjourned at 9:08 am.

The next LSAT meeting will be held Tuesday, May 5, 2020 at 4pm via teleconference.