



MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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

Meeting Minutes—DRAFT

August 18, 2020, 4:00 pm via remote teleconference

School Leadership Present: Helena Payne Chauvenet, Taeneress Griffin

LSAT Members Present: Vanessa Duckett, Jean Kohanek, D'Ann Lettieri, Richard Parker, Stefany Thangavelu, Becca Sanghvi, Norah Rabiah, Katie Spellacy, Angela Stover.

LSAT Members Absent: Ross Kyle

Other Attendees: George Blackmon, Sandy Lawrence, Lora Nunn

- 1. Approve minutes from previous meeting.** Minutes of the June 9, 2020 meeting were unanimously approved by a roll call vote.
- 2. Community comments.** None.
- 3. Election of officers and appointment of Community Member.** Officer positions of Parent Co-chair, Teacher/Staff Co-chair, and Secretary were discussed. The WTU has asked Teacher LSAT members to remain from the previous year until Teacher member elections can be held in the fall; Teacher Co-chair will be selected after those elections. Parent LSAT members agreed to continue rotating the position of Secretary among themselves; LSAT members voted by electronic ballot to confirm a rotating Secretary position. Jean Kohanek was elected by electronic ballot to continue as the LSAT Parent Co-chair. Later in the meeting, Norah Rabiah nominated Elizabeth Nelson as the LSAT Community Member; Becca Sanghvi seconded. Nomination approved by roll call vote.
- 4. Enrollment and staffing updates.** Maury's enrollment projection for the 2020–21 school year is 490 students. As of August 17 (see attached), 475 students are enrolled; but it is anticipated that there will be additional enrollees between today and the start of school, and there may be additional students taken off the waitlist in early childhood grades. While each grade level has an enrollment target, these are not fixed; the DCPS Enrollment Team strongly encourages schools to meet their overall target with discretion

at grade levels. Enrollment targets are also not caps in each grade; all in-boundary students in K–Grade 5 are guaranteed a spot at their neighborhood school.

- There was a slight decrease in the number of PK4 students, therefore, the waitlist was and will be utilized for this grade. There are currently still a few PK4 spots open.
- Because we have added classrooms in their grades, additional students were taken off the waitlist for Kindergarten (5 students) and Grade 1 (4).
- The reasons for lower enrollment are various and hard to pinpoint this year, and may include distance learning, Covid-19 concerns, or election year movement. DCPS monitors enrollment numbers closely and also monitors the changing dynamics of the in-boundary neighborhood, striving to fully enroll a school while anticipating future needs.
- At this point, it is anticipated that Grade 2 will have classes around 25 each—Principal PC has alerted the budget office to continue to push for an additional Grade 2 teacher. Answers have been slower to come this year as there is a new budget process at DCPS, in addition to virtual learning and a budget freeze, but they are aware of our numbers. There are other schools in a similar situation; advocacy with DCPS could be helpful. No students were pulled off the waitlist for Grade 2 or higher.
- A classroom of 27 students is usually the tipping point for DCPS to consider providing funding for another classroom teacher. The teachers union prefers classroom size to be 20 students, while Maury realistically strives for 22–23 students per class.

5. Reopening School—Supporting Families and Staff

- Communication with families. Tuesday email will go out tonight with daily learning schedules and tech/supply pickup times; Principal Updates will be sent weekly now. First round of tech pickups will be this week; with supplies and an additional tech pickup at the end of next week. Staff begins work on August 24; while there won't be home visits this year, teachers will be communicating with families that week. There will be ongoing conversations with teachers as to how schedules and distance learning is going as well as more frequent conversations with families. Families can always reach out to Principal PC directly.

Classroom lists have been shared and room parents have volunteers, so they are up and running, with a recent room parent Zoom call that was very helpful and encouraging. Room parents are positioned to be more engaged this year to include more targeted outreach to families, more frequent conversations about outside school activities organized by parents, etc. Discussed potential to have room parents help to connect families around virtual social activities and clubs based on interests and grade. Also shared ideas about games at the community level, school wide competitions, cross grade exchange opportunities, and more to link back with PTA.

- Enhancing virtual learning. Parent hosts and parent organizing for outside-the-classroom clubs and meetups has worked well in the past in normal years. Informal grade-level or classroom specific clubs. Enrichment clubs are easier to coordinate than academic groups (example: a graphic novel book club led by a parent rather than a formal math group revolving around classroom work). Families want such different things; enrichment can be broad and is easier to achieve at this point in the year; it may be different later. Room parents may be a great anchor to ask for volunteers in this capacity; teachers might be interested in brainstorming ideas for grade-level or cross-grade club ideas. Maury has a rich tradition of school-wide enrichment events—this may also be a good opportunity to reimagine existing bees, clubs, etc. There was a helpful reminder about confidentiality re: student information/needs that should be communicated to volunteers as they interact with children outside their families. Also, parent enrichment clubs may be easier because they are parent-to-parent agreements, and would not require a DCPS-vetted volunteer.
- Students with special needs. There may be additional guidance from DCPS around IEPs this year. DCPS is having discussions re: students with special needs being able to have in-person learning, but no decisions have been made yet. In the virtual setting, students with IEPs and 504 Plans will continue their service hours with their teachers or service providers. There will be some small group blocks during the day, and Maury has increased capacity this year with the addition of a fourth special education teacher.
- Available social-emotional learning (SEL) or mental health supports. Teachers took trauma-informed training in June with Turnaround for Children, emphasizing routines and resilience work. This will be coupled with our use of Responsive Classroom, Second Step, and a school-wide renewed commitment to the five stances. For the first five weeks, each week will focus on one of the

five stances during classroom morning meetings, with info sent home for families; beginning in Week 6, we will start Second Step lessons. The focus of Wednesday class time with teachers will be SEL learning. There is also a new focus on personalized learning—responding to individual interests, needs, and learning styles.

- 6. Developing SEL around social justice.** There is a desire to focus SEL on social justice during the upcoming school year. The Grade 4 teachers have enhanced their SEL lessons with additional lessons on race and social justice, culminating in a project on that theme. There is a classroom model meant for children of that grade, though it could be extrapolated for families or made grade-level appropriate for other ages. This is a topic that has come up at LSAT and PTA; there is a hunger among Maury families to engage more with each other on this topic, both for kids and adults.

There has been much staff discussion about this as well. The Principal's Book of the Month selections will have a social justice focus this year to spark some of these conversations among families. This is meant to encourage home discussion or small group discussions; there is currently no plan for larger town hall forums.

As a community, we want to gauge interest and understand what families want to work on. For staff, social justice discussions have focused on identity, bias, equity in the classroom, monitoring student data to close gaps, and family engagement; for families, it would likely need to be something else and be more organic in nature. There was concern that allowing this discussion to be organic may lead to little fruit and might result in reduced interest. The Principal cited the [Harvard RIDES](#) work that Maury participates in which might be helpful to structuring a plan to address this as a community.

There was a desire to form a smaller group to work with PTA to push this idea along and report back. Many LSAT members would also like to think this through and come back together to discuss ideas.

- 7. New Business.** There was no new business.

The meeting was adjourned at 5:20pm.

The next LSAT meeting will be held Tuesday, September 8, 2020 at 4:00 pm via teleconference.

From: Payne Chauvenet, Helena (DCPS) helena.chauvenet@k12.dc.gov
Subject: enrollment info
Date: August 18, 2020 at 9:03 AM
To: jean.m.kohaneck@gmail.com



Here our are numbers for enrollment: (Total: 475, Projection: 490)

[current as of August 17, 2020]

Grade	Not Registered, Residency Verified*	SY20-21 Enrollment Projection Target
P3	37	36
P4	42	47
K	71	82
1	82	82
2	72	78
3	63	64
4	62	61
5	46	40

Thanks!
Helena

** This means students enrolled with verified residency; registration is not official until the student attends school.*