



# MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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

## Meeting Minutes

November 9, 2021, 4:00 pm via remote teleconference

School Leadership Present: Principal Helena Payne Chauvenet, Assistant Principal Andrew Lardell, Business/Operations Manager Patrick Koontz

LSAT Members Present: D'Ann Lettieri, Lora Nunn (filling in for PTA President Ross Kyle), Richard Parker, Alison Schwartz, Kenyon Weaver, Katie Jondal, Becca Sanghvi, Shanna Williams-Carr, Elizabeth Nelson

LSAT Members Absent: VanNessa Duckett, Ross Kyle, Angela Stover, Tess Winters

1. **Previous Meeting Minutes.** Minutes of the October 12, 2021, meeting were unanimously approved by a roll call vote. The motion to adopt was put forward by Richard Parker and seconded by Elizabeth Nelson.
2. **Community Comments.** George Blackmon asked, based upon DCPS community communications, whether Maury has WiFi available for outdoor learning. No other community comments.
3. **Whole School Update.**
  - a. *Comprehensive School Plan*
    - Administration is currently working with teachers to set classroom goals based upon student data collected to date. There has been educational awareness for professional development, including SEL topics that inform work, e.g., implicit bias.
    - Principal Payne Chauvenet sent out a link via her Principal's November 2, 2021 weekly update to a survey asking community members to share what they value in the school community and how community members would like Maury administrators to communicate with them in the future. Some areas surveyed included preferences with respect to teacher meetings and volunteering, and education and school-related priorities. There has been low participation, and additional communications will go out to encourage community responses. Principal Payne Chauvenet shared that the responses received to date suggest that community members are evenly divided on how they wish to engage and interact with the school. It was

suggested that various different avenues of communication, including teachers' class list-servs, might improve the response rate.

- Maury staff members have been working on educator wellness and talking about everything from exploring emotions in the classroom to the adult side of how that affects an educator's ability at work and how that is addressed at the school. Previous teacher professional development sessions have focused on different social emotional topics such as implicit bias.

b. *Social Emotional Learning Update*

- The DCPS Panorama Survey was given to students in school last month. Although school administrators have not yet received comprehensive data and overall results, they have been able to identify some preliminary classroom and student-specific information on how students feel. This is possible using a new DCPS dashboard available to teachers for their respective class. Principal Payne Chauvenet and Assistant Principal Lardell also held a few focus groups with students last week to ask them about their feelings of belonging and shared experiences while at school.
- There are many SEL initiatives going on in different grades across the school all the time. In response to a question regarding the Administration's response and plan to deal with students who are disruptive, engage in verbally and physically aggressive behaviors, and/or bullying, Principal Payne Chauvenet stated they take a school-wide approach. Some things are classroom behavior incidents, where teachers might address disruptive, not violent behaviors, directly. When students engage in more violent behavior in the classroom, which rarely happens at Maury, that child is probably going to be guided to the office or an administrator or student support staff person will meet them in the classroom to help de-escalate the situation. In situations when things are more severe, there's a referral to DCPS. Parents/caregivers/guardians are contacted if their child is physically aggressive, and the victimized child's parents/caregivers/guardians are also contacted so that they know that the school is offering support. If a child is persistently acting in a certain way, it may be because more support is needed and the school team will look at appropriate avenues such as developing a behavior plan to support the child, identifying supports for which the child may qualify, or collecting additional data to find out what is behind the child's behavior. There are different routes the school might have to take with different children. Part of the school's work is ensuring there are consistent structures in classrooms and across the building. DCPS has a Comprehensive Alternative Resolution & Equity (CARE) Team, which is responsible for receiving claims of discrimination, sexual harassment, bullying, or any unfair treatment a student, parent, or visitor encounters at a DC Public School. The CARE team collaborates with school staff, including staff at Maury, to resolve reported issues. Principal Payne Chauvenet noted that there have been city-wide upticks in different things where the CARE

team has had to get involved at different schools including Maury. Parents/caregivers/guardians can send concerns to the CARE team via email to [dcps.care@dc.gov](mailto:dcps.care@dc.gov) or can call directly to (202) 442-5405.

c. *Current COVID Protocols*

- Principal Payne Chauvenet reported that she has not heard from DCPS Central Office with respect to any possible changes to COVID protocols for the second-half of the academic year in light of vaccinations now available for 5-11 year olds. She observed that students younger than 5 currently cannot be vaccinated, so protocols and procedures such as wearing masks, will remain in place. Currently, there appears to be no DCPS requirement that a parent, caregiver, guardian inform the school whether or not their respective student(s) has(have) received the COVID vaccination. Currently, there are differences in quarantine requirements depending on an impacted student's vaccination status with respect to older students in DCPS middle schools and high schools.

d. *Building Maintenance Issues*

- Patrick Koontz reported that DGS has started an initiative under which open work orders are reviewed with the school and then prioritized. Maury priorities include a roof leak, the broken partition in the multipurpose room, broken thermostats, and the broken windows on 12th Place NE (which have been broken since we moved back into the buildings). The hinges on the playground gate (13th Street NE side) have been repaired. Contrary to Mr. Koontz's request, the repair workers used the replacement hinges (made for this specific make/model gate) containing plastic. As a result, it may break again. In addition, the gate's lock is broken, and a separate work order was required and has been submitted. Because the gate is not locked in order to provide ingress and egress, it is currently considered a functional gate.

e. *Playground, Parking & Outdoor Learning/Lunch*

- The 3rd grade classes continue to eat outside using chairs with no eating surfaces. They receive take-out style containers from the cafeteria and eat off their laps. The fifth grade classes participated in an outside eating pilot/test run today for the first time. They ate lunch on chairs set out on the playground. It did not go well because there were a large number of bees flying around, and the students did not enjoy eating with the food containers on their laps. However, outdoor eating for fifth grade will continue, and fifth grade students will adjust to eating outdoors. Patrick Koontz stated that product/materials (e.g., trash cans, tables) are not an issue at this point. He informed the group that the school has ordered electric heaters, as part of a DCPS initiative, to enable outdoor eating to continue as weather gets colder. He does not know when those heaters will arrive or how successful that effort will prove to be at Maury.

*f. Volunteer Update & Security Clearances*

- The PTA has provided Patrick Koontz with a spreadsheet of community volunteers. The next step is for him to verify volunteers' security clearances.

*g. School Budget Process for Next Year*

- Over the past several years, DCPS has attempted to shift the school budget allocation model in certain aspects, but details on how the process and model will look for 2022-2023 budgets have not been made available to Principal Payne Chauvenet.

*h. School Nutrition Program*

- Principal Payne Chauvenet had no new updates. The cafeteria is still experiencing shortages and making menu adjustments as necessary based upon supply availability.

**4. Specials: Music Overview.** The school's new music teacher, Kaylee Mina, provided an overview of her teaching approach to music and an update on Term 1 music classes. A primary focus of hers so far this year has been creating consistency in a post-virtual environment, cognizant that she is Maury's third music teacher in three years. Lessons include listening to various types and genres of music and incorporating instruments when able. During heritage observance months, lessons will include culturally relevant instruments and music, and other months will focus on different genres of music. When it becomes possible, Ms. Mina plans to reestablish both the choir and the instrumental ensemble, and she will be seeking parent views on student musical activities for the Spring.

**5. Equity Working Group Report.** The discussion focused on how the LSAT and the school might support the Equity Working Group report's recommendations to create dedicated and authentic spaces, provide community building events, ensure effective and numerous forms of communication, and maintain equitable access. Principal Payne Chauvenet stated the school's equity efforts currently focus primarily on students' experiences and ensuring that all students have a feeling of belonging at the school and have shared positive experiences. Efforts also focus on closing performance gaps, e.g., gaps by race and disability, which include digging into identity work, talking at the staff level, and looking at data and instructional levels. Principal Payne Chauvenet also stated that parent-led equity efforts are important, as parents, guardians, caretakers, and other community members know and can share household and community perspectives and experiences to further equity within the Maury school community.

**6. New Business.** There was no new business. The meeting was adjourned at 5:04 pm.

*The next LSAT meeting will be held at 4pm, on Tuesday, December 14, 2021, via teleconference.*