



MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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

Meeting Minutes

Tuesday, December 13, 2022, 4 pm via remote teleconference

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

LSAT Members Present: Amy Daniels, Richard Parker, Darchiniquia Smith, Shavanna Miller, Amy Toner, Emily Paterson, Maria Cali, Rachel Schwartz, VanNessa Duckett, Abby Sparrow

LSAT Members Absent: Ashley Quarcoo, Rebecca Sanghvi, Angela Stover

The meeting was called to order at 4:07 pm (EST).

1. Previous Meeting Minutes

Minutes of the November 9, 2022 LSAT meeting were unanimously approved. The motion to adopt was put forward by Elizabeth Nelson and seconded by Emily Paterson.

2. Community Comments

An LSAT member expressed a playground safety concern with respect to the interface with 12th Place NE. When balls from the playground go over the fence, students often squeeze through the fence to retrieve, including going into the street with moving cars.

3. LSAT Focus Topics

• Comprehensive School Plan [Updates]

No academic updates. Still aiming for mid-year testing in January 2023, and Principal Payne Chauvenet will be able to update on student growth at that time. Leadership conducts walk-throughs of classrooms with an evaluation perspective.

Maury received, yesterday, its fall Panorama SEL survey data. The hope is to be slightly higher than where Maury students were last fall. Not necessarily better than last spring

given the growth seen over the course of last year from fall to spring. With that data to inform next steps, the hope is to do lunch bunch focus groups to drill down and better interpret the data. In addition, classroom teachers get the data and make social-emotional lesson adjustments accordingly.

Principal Payne Chauvenet will have more to say about this after mid-year when data have been better analyzed. Data are aggregated in certain topics/fields (e.g., students feeling challenged---Maury always does comparatively well on this). But this is not individually attributable to a particular student. The school does get an overall rating about how each individual student feels about themselves.

- **Budget [Enrollment projection, budget timeline, priorities]**

- Budget Priorities: Reviewing last year's budget

Principal/Previous LSAT Members:

How did last year's budget support this year's priorities?

The new behavioral technician position was added to staffing to support school priorities. The budget was insufficient to address additional positions aimed at supporting priorities - a second full-time PE teacher, a fourth 4th fourth grade teacher, and an operational member to the Front Office staff. In addition, Principal Payne Chauvenet noted that an ongoing priority is to retain existing staff. The new rotating Specials schedule this year has helped those teachers manage their load and go deeper with students throughout the year. Principal Payne Chauvenet indicated that she has received positive feedback from the Specials teachers.

- **Questions for Principal Payne Chauvenet:**

How does the school's master schedule inform budget priorities?

Must first look at staffing in order to set the master schedule, then compliance with city regulations and DCPS guidelines to ensure that the number of minutes of required instruction is met. Union guidelines are another consideration. For example, last year the school created more recess times of smaller student totals/groups. Schedules, in turn, feed into how much funding.

How do salary increases impact budget?

DCPS does not automatically cover pay raises, including the ones announced in the newly DCPS teachers contract. Principal Payne Chauvenet has not heard that this next year's school budgets will be treated any different (i.e., not expecting it). The overall budget is given to the school and it gets an amount of salary per position to cover out of the global school budget total.

Do we anticipate any changes to our master schedule?

Too early to discern whether any schedule changes will occur to the master schedule. In part, this depends on whether Maury gets a second full-time PE teacher. If Maury increases by a whole additional homeroom, then the master schedule would definitely have to shift around.

4. Intervention Services and Special Education

Multi-Tiered Support Systems (MTSS) strategies and implementation at Maury

- i. What is MTSS?
- ii. What data goes into the Panorama system?
- iii. What interventions do students receive?
- iv. How do SPED & ELL programming factor into Panorama?

LSAT Chair noted that given the uncertainty around next year's school budget, the LSAT wants to do its best to ensure that whatever the budget, the group's recommendations focus on school priorities with emphasis around the goal of addressing student achievement gaps: students with disabilities and students of color.

Ms. Rabiah (reading interventionist and MTSS Lead) presented (see attached PowerPoint) on the Maury Multi-Tiered Support Systems, previously known as RTI or response to intervention.

Slide 2: The MTSS Core Team has eight members and meets weekly. Ms. Rabiah noted that even the team finds it hard to explain MTSS.

Slide 3: It's a school-wide process inclusive of all supports provided to students who need academic support. The team may do classroom observations, use assessment data, speak with teachers, etc., to inform its work and with whom - to set goals for identified students, implementing strategies, and track those goals.

For students who need support, the MTSS team sets goals and tracks progress. MTSS is not a fast-track to SPED (IEP) or a 504 plan.

Slide 4: Often a triangle model is used to explain the student support model. MTSS is the academic side of the triangle and the "Whole Child" team is the behavior side of that same triangle. There is a cross-over as the school's social worker and school psychologist sit on the MTSS. There are three tiers in that triangle moving from bottom to top:

Tier I (80-90% of total student enrollment): general education, universal screening, instruction is the same for everyone

Tier II (5-10%): focus, small-group instruction, pull-outs with a math or reading interventionist, could be more check-ups to see if student is understanding a specific lesson that day

Tier III (1-5%): high intensity intervention support, e.g., might get individual or very small group pull-out from the general classroom four or five times per week; the most significant support in the building.

A community member asked a question around the strategy and planning of the timing of pull-outs to ensure students are not pulled away from primary instruction in an area where they need support. Ms. Rabiah noted this is, indeed, among the hardest parts of what they do. It requires a lot of careful timing and coordination. They work to ensure pull-outs result in added support, never taking away from what a student could get in their main classroom.

An LSAT member asked about the origin or source for the percentages of students in each of the tiers. Ms. Rabiah noted they are empirical, informed by long-term data.

An LSAT member asked about tiers for math and reading - do these two track together where a student who needs reading support also needs math and vice versa? Ms. Rabiah noted the tiers are fluid across the year. She noted that some students receive support for both but typically not. These are generally separate student populations.

Slide 5: So many screeners (benchmark assessments) show whether a student is performing at grade level or needing some level of support--from light to significant support. Tiered instruction is based on data analysis and conversations around this. Then for a typical goal period of six to eight weeks, growth is tracked against that goal to assess progress.

Are MTSS and SPED separate interventions? MTSS and SPED collaborate when it makes sense--meaning the actual interventions may overlap and there is flexibility. Student groups for the two can be combined if that makes sense to get each student what they need.

Slide 6: "Types of Intervention" - reading and math. An intervention in reading may be a double dose of Foundations so that the student gets it in the general education setting and again with their interventionist. Ms. Rabiah also uses a structured phonics approach based on research practice. For math (Ms. Bowers), this may look like a double dose of Eureka.

Slide 7: Tracking growth is the key to determining whether support is effective. The team sets goals, aligns instruction with those goals, tracks growth, and then determines whether a goal has been met. Panorama Education is a new DCPS-wide database and platform that enables Maury and all DCPS schools to track this information. The new system makes it easier for school personnel to access student information, including

past history of students who are new to Maury. Ms. Rabiah noted that it is helpful to have all data stored in a single system.

Slide 8: Maury's reading interventionist (Ms. Rabiah) and math interventionist (Ms. Bowers) each work with 25-30 students per term. They use benchmark assessments, teacher recommendations, and in-class assessments to determine which students need intervention.

Question: Over the past few years, Maury has grown by about 200 students but we have not seen parallel growth in intervention staffing. Anecdotally, there may be students who used to receive intervention who can no longer receive intervention support due to insufficient staffing. Is that correct? Ms. Rabiah said that the 25-30 students identified as receiving "intervention" is an under estimate. The MTSS team takes a strategic approach – such as training the general classroom teachers to provide that support in the general education setting, such as small group work that would not be captured and reflected in MTSS data necessarily. She noted, however, that more staffing would always be nice. Right now, first grade teachers are being trained on the "Structured Phonics" curriculum so that they can provide that additional support (beyond "Foundations"). Some of this additional training has budget implications because the school has to pay for licenses.

An LSAT member asked: Does the school need an additional interventionist to meet students' needs? Principal Payne Chauvenet responded that it would be helpful but hard to say without knowing the budget topline.

5. Special Education (SPED) at Maury

A presentation of Special Education at Maury was given by SPED teacher Haley Lynott (see attached PowerPoint). Ms. Lynott works with students with the first through third grades. The SPED Team is made up of four SPED resource teachers, a DCPS-provided occupational therapist, Principal Payne Chauvenet, a DCPS-provided speech therapist, and the school psychologist. The team also works with the interventionists and other Maury teachers.

The Maury SPED team currently has a total of 6,100 minutes available to provide specialized instruction per week across grade bands. Based on minutes available.

Currently, there are thirty-six Maury students with IEPs (this figure does not include speech-only IEPs) and a schoolwide demand of 9,355 minutes per week for specialized instruction. Those minutes may be provided in or out of the classroom and through one-on-one and small group support. It depends on where the student can focus, where it fits logistically, their grade, etc.

Currently, Maury has a number of students in the SPED evaluation or process. Typically a few months between being referred and having an IEP. So the minutes presented here do NOT include students in the IEP pipeline.

The MTSS team receives referred students first. MTSS is not a fast-track to an IEP or 504 Plan. The ideal is to see if supports and small-group instruction meet the students' needs. If a student has been in MTSS and many efforts have been made but not seeing progress: the team asks the question about what the barriers are.

A question was asked about DCPS targeted support funding in school budgets. Principal Payne Chauvenet explained that there is a formula that DCPS uses from year-to-year as to apportioning additional SPED teachers.

Principal Payne Chauvenet noted that Maury had received a DCPS enrollment projection of 541 for the next school year. DCPS's initial enrollment projection was 538 students, she petitioned for 541, and DCPS came back with a final total student enrollment projection of 539 students at Maury next school year.

An LSAT member asked about the impacts of the pandemic-backlog for SPED-needs identification and setting services in place. Ms. Lynott answered that she and the SPED team definitely felt the impact of pandemic delays in referring and getting through the IEP process. In SY21-22, fully in person, some tests had to be accelerated to get through the process.

An LSAT member asked whether DCPS provides specific/additional budget support for intervention services? Principal Payne Chauvenet answered: No, that comes from choices made with flexible funds (e.g., Maury chooses to have a reading specialist and a math interventionist).

Tutoring growth is being done from BOY data and now. Principal Payne Chauvenet noted that the school has some reservations about using the same vendor. The new Admin premium rate provided in the new teachers contract will apply for Maury teachers who supervise and/or provide specialized instruction.

6. Other School Concerns

• Student disruption of learning in classrooms

LSAT Chair noted that there is a lot of community discussion about disruptions in classrooms, noting particularly in the 5th grade and some Specials. He asked what supports are teachers being provided to help them deal with highly-disruptive students? Principal Payne Chauvenet noted that behavior data was shared at the last meeting around student referrals. Compared to last year, referrals are up and the goal is to reduce those referrals. School-wide response: the most recent staff meeting focused on behavior strategies to de-escalate. Principal Payne Chauvenet had a meeting with 5th grade families due to an unusual spike in problem behavior at which there was a discussion on ideas as a school community about what can be done, what is being done, etc. She noted that we have to be careful not to characterize the current 5th grade as terribly unusual but it is a small grade, so the problem behaviors seem

disproportionate. If there are teachers who need individual support, that would need to be separate from what is provided to all teachers.

7. Outstanding building maintenance issues – DC General Services

Where are we with DGS repairs? The Chair asked if additional parent advocacy is desired/needed.

Principal Payne Chauvenet reported that someone from DGS actually came today with a punch list of all repairs. Ms. Paterson (ECE teacher) reported that there are many outstanding issues, teachers are staying on top of ensuring DGS has the work orders (e.g., HVAC system not functioning---too hot, no air circulation in many classrooms). She noted that work orders have been put in by the Operations Manager Patrick Koontz. Principal Payne Chauvenet observed that there are work orders that have been in the cue since Maury's renovated building opened.

Principal Payne Chauvenet also noted the elevator has behaved in a slightly odd manner and she is not comfortable with saying it's cleared for use given these observations. So today they put back signs that it's out of order.

The broken window by the playground needs to get the glass sent. Principal Payne Chauvenet noted that DCPS officials who work with DGS are constantly checking with DGS on the high priority work orders.

8. New Business

None

9. Community Comments

None

10. Adjournment.

The chair adjourned the meeting at 5:19 pm

The next LSAT meeting will be held at 4 pm, on Tuesday, January 10, 2023, via TEAMS.