

Hearst LSAT Meeting

Thursday, May 21, 2026

Administration/DCPS: Andral Hills (principal), Larin Rottman (assistant principal), Trianna Downing

Teacher/staff representatives: Dawn Gray (co-chair), Skyelar Haith, Latoya Hutchins, Beth Prince (WTU rep), Timothy Leonard

Parent representatives: Julia Krahe (co-chair), Andrew Paciorek (secretary), Sara Rastegar (PTA co-president), Darria Turner, Bre Heslin, Shari Rose (PTA co-president)

Observers: Katie Chaudhary, Mia Olsen, Claire Cinque, Emily McVeigh, Jocelyn K.

Enrollment

- Approximately 80% enrolled across all grades, ranging from 69% for 3rd grade to 93% for K
 - Includes CES
 - Goal is 90% by June 1
- District policy is to open the waitlist if goal is not reached
- Mia: When does the waitlist open?
 - Answer: Likely early June, if necessary
- Pre-K was first grade to hit enrollment target. Got a slushie party from Principal Hills!
- Trianna: Waitlists ordered by preference group (in-boundary + sibling, etc.) She suggested asking room parents of grades that are short on enrollment to push out information and encourage re-enrollment
 - Julia: LSAT and PTA have already done extensive outreach through room parents, PTA messaging, teachers, etc.

CSP goals

- The Spring Panorama survey was conducted among students in grades 3-5
- Sense of belonging: Comprehensive School Plan (CSP) goal was to increase from 60% to 66%, relative to last year. Actual result was 70%, exceeding goal.
 - Only 50% of Black students reported a sense of belonging, which didn't meet the CSP goal and was down considerably from last year
 - In contrast, 100% of multi-language (ML) students reported a sense of belonging
 - Julia: Do we have a sense of why the goal was not met among Black students?
 - Principal Hills: We're exploring that through focus groups, talking to students.
 - AP Rottman: There are monthly checkpoints with students providing "at risk" answers
 - Similarly, the school is exploring what worked well for ML students
 - Return to this topic for June
- Sense of safety: Increase from 72% last year to 78% this year

- 64% among Black students (increase from 53%)
- 70% among ML students (increase from 62%)
- Goal: Decrease chronic absence by 2.5 percentage points, from 10.5% to 8%
 - Actual: 7.5%
- Academic data were not available, because EOY testing was still going on. There will be a full update in June.
- Results are also not yet available from the Insight survey of staff. Those results will be shared with staff. There were no Insight survey goals as a part of the CSP this year.
 - Past goals related to the Insight survey were about procedures and expectations
- Trianna: Ward-specific and DC-wide Panorama results are available online, although not for Hearst specifically.
- Trianna: Some teachers on other LSATs have reported student confusion over how to interpret the questions. Is that the case at Hearst?
 - LaToya: Definitely agree with that. Teachers went through questions with fifth grade in the fall. There was lots of confusion about how to understand and interpret the questions. Kids were more intentional and understanding the second time.
 - Principal and AP shared a presentation with staff on how to understand the survey.

Playground maintenance

- Shari: DPR has said hole in turf soccer field is approved for fixing. It is supposed to be done by May 31.
- However: The safety netting around the field is supposedly “fixed”, but clearly is not fully done. DPR staff reattached the ripped netting without really fixing the issue.
 - DPR reported that a proper replacement net was approved, but waiting on funding.
 - Allison Koester (Hearst parent and Friends of Hearst Park member) priced out a net with a private vendor. The net itself would cost \$4k. But also hiring a private contractor to install it would cost a total of \$20k.
 - Question: If PTA bought the net, could DPR install it? It’s not clear.
 - If DPR timeline for funding the net itself is unknown, PTA could cover the cost of the net, but not the installation, which is too expensive.
- Future requests to DPR are to be coordinated to avoid “bumping” previous requests for the same repair.

Questions and other business

- Bre: There are many concerns among 3rd grade parents about the transition to 4th grade. While she recognized that not all details on how 4th grade will be structured next year, she noted that time is running short to follow up on prior meetings and communicate with parents.
 - Principal Hills: We have concerns to communicate about building-wide. Teachers will be crafting communications before the end of the school year to send home,

naming three big buckets of issues for families to communicate to kids over the summer about school expectations and what's necessary for success.

- Following directions, in particular.
 - Bre: A lot of the issues were with kids, and parents can work with them. But a lot of the challenges were structural. The location of the 3rd graders in the wings (trailers), the need for frequent cross-classroom movements, etc. Two follow-up questions:
 - How are the structural decisions being made, and where are you in that process?
 - Will there be engagement with 3rd grade parents? Or just the email from teachers?
 - Hills: 4th graders definitely won't be in the trailers, but other decisions are contingent on several things, such as teacher availability.
 - Bre: Many parents are very stressed about whether next year will look like this year. A chunk of the challenges this year was tied to behavior, but also tied to structure, where kids are sitting, how classes are structured. Not addressing those issues before the end of the year will create an uphill battle in 4th grade next year.
 - Trianna: If there are structural changes that the principal and assistant principal are not able to make because DCPS is not responding fast enough, she welcomed families to lean in on that and send an email to DCPS central offices directly. Lean on school community to advocate for change.
 - Principal Hills: It's really about timing. It's complex; it's not as simple as saying "We're going to do it this way." Everything has to be in alignment and approved by the superintendent.
 - Bre: Communicating about challenges this year and telling parents "we hear you" is really valuable. It goes a long way with parents in allowing them to feel heard, even if certainty isn't available on the path forward.
 - Julia: For example, it would be useful to communicate that 4th graders will not be in the trailers for sure, while whether to departmentalize teaching isn't known yet. Communications can give timing on when that info will be available.
 - Bre: Can communicate that these issues are more complicated than they may seem. Need to factor in teacher strengths, development opportunities, etc.
- Bre: Kindergarten families also had a challenging year and are feeling similarly unsettled. A meeting with administrators could be very helpful. Parents are looking to feel heard. What will they see next year?
 - Shari: Could be helpful to have such a meeting before the summer. Some families are particularly worried about whether they will be prepared for 1st grade given the challenges in K this year. They want to know if their kids need support.
 - AP Rottman: "No news is good news." Kids in need of extra support will get communications from staff.
 - Dawn: There is a difference between information and connection. Parents want information in a connected way. As a school, it would be good to look for ways to build this connection.
 - Shari: Some repair needed with the current K cohort. We need parents to be invested in Hearst for several more years to come, so connection is important.

- Julia: Also for third grade.
- Shari: PTA budget news
 - CLS is willing to partner with Hearst and provide a PTA-funded aide to help with PE in the afternoon. We also will need coverage from CLS as a backup if that aide is not available on a given day. CLS will still need to hire someone for the role, so plans are not fully finalized yet.
- Schoolwide assemblies:
 - Principal Hills shared her vision for expanding performing arts
 - Example: Recent anti-bullying puppet show for community meeting for entire school
 - Need to set up a committee to identify the groups, artists, etc. and moving forward from there.
 - Julia: Was it too busy to set that up this year?
 - Hills: Right now, staff are focused on closing out the current school year. We haven't asked to meet with staff regarding planning for next year.
 - Shari: How many assemblies will there be?
 - Answer: 4-5, mostly in the back half of the year, more spread out in the year after
 - Trianna: Perhaps this is a good area for the (new) family engagement committee to focus?
 - Shari: We should ask for two-year commitment to be on that committee
 - Dawn: There are staff wanting and willing to support the committee, recognizing the need to start that now
- Darria: How is the school handling closing the year without an occupational therapist? A lot of students need that support.
 - Principal Hills: It's a district issue, since OTs are not employed at Hearst. Ms. Khuu (SPED LEA) has been working with the district to make sure that missed hours are compensated. Can get back to you on that.
 - Darria: It has been a lot of time without any update.
 - Trianna (in chat): "If this is something [to] press on [with] the DSI team, let me know!"
 - Principal Hills and AP Rottman: Yes, please!
 - Principal Hills: District should have sent a missed service plan, but Hearst is still waiting.
 - Shari to connect Darria with Trianna.
- Bre: Returning to Dawn's comments, connection with parents could help to boost enrollment numbers, if some are waiting to see how things shake out

Next meeting

- June 11 at 4pm with outgoing and incoming LSAT members. For discussion:
 - EOY test data

- Panorama data, including what we learned about Black and ML belonging responses
- Communication
- PE CLS follow-up
- Assemblies
- Playground
- New LSAT will vote to add a community member. Darria (currently an elected parent member) has volunteered to serve in that role, as it is typical for a CES parent to do at Hearst.