



Capitol Hill Cluster School
Where Every Child Achieves
Peabody | Watkins | Stuart-Hobson | A DC Public School

LSAT January Meeting Minutes

January 5, 2021

6:00 – 8:00 pm

Zoom Meeting

LSAT Member Attendees: Ramona Burton (Parent Co-Chair), Kimberly Griffin (Teacher Co-Chair), Katherine Antos (Secretary), Shannon Russell, Ebon McPherson, Annie Slattery, Pamela Dickerson, Henri Rowe, Kimberlynn Jurkowski, Steve Sweeney, Gerty Johnson, Vernastene Black, Kate Fiske, Bethany Rosera, Jenn Loeb, Rachel Houghton, Tatiana Sheppard, Beth Dewhurst, Brittney Prophete

Principals MScott Berkowitz and Eric Fraser; APs Boisvert and Hollis

Approximately 20 parents and community members in attendance

Meeting recorded and available upon request.

Campus Updates – For all campuses, primary focus has been on developing Term 3 Reopening Plans. Peabody/Watkins:

- Staff-level equity work: Continuing to make progress and working with equity leaders in DCPS Central Office
- 2/16 and 3/16: Student Recruitment Virtual Open Houses for both campuses. Recruiting teachers and parents to participate
- 1/11 PTA meeting will include DCPS and DGS representatives to discuss the status, needed repairs, and schedule for repairing Peabody

Stuart-Hobson

- Term 2 progress reports just mailed out and made available on Aspen
- Doing midyear assessments in coming month
- Got Title 1 afterschool and Saturday tutoring programs up and running

LSAT Open Business:

Overview of Final Enrollment Projections for SY21-22:

- Principals did not submit any enrollment appeals
- Enrollment submissions were accepted by DCPS

Budget Priorities for SY21-22

- DCPS budget webinar recording available
- Stuart-Hobson:
 - Thinking about what can do over summer beyond summer school to accelerate learning/address learning loss. May use admin premium to pay teachers to work with students during the summer. Could offer virtually, allowing students to participate even if out of town.

- Using some professional development funds for A-Net to support math, which can be more challenging to recover from than ELA given math needs to be taught more sequentially
- Looking to increase percent positive responses from staff on feeling supported. One option: designate “teacher leaders” or TLs who have lighter teaching schedule to support coaching work that they do
- Also seeking leadership opportunities for teachers
- Increasing visibility with feeder schools, including building on programs that feeder schools offer – eg, participate in summer reading programs with feeder schools.
- Peabody/Watkins:
 - Would like next year’s Comprehensive School Plan (CSP) to name goals around students who are furthest from opportunity. Budget priority would be to support those students, including Tier 2 and 3 interventions. Will also need to include time for these interventions in schedule. Even more important as reopen schools and need to be prepared to accelerate learning, provide emotional healing
 - Tiers: Multi-Tiered System of Support (MTSS) to help students with academic, behavior, social/emotional needs.
 - Tier 1: programs that all students experience. Must include differentiated learning.
 - Tier 2: menu of interventions done in groups a few times a week for 30-45 min for certain students who are falling behind in an area
 - Tier 3: Often reserved for special education. Eg, IEPs, behavior plans, 1-on-1 counseling w/ school psychologist. Done daily or 90 min every other day
 - For learning interventions, if have to choose b/t programming during school year vs over summer, would prioritize during school year
 - Watkins currently has a reading interventionist, but not a math interventionist. Also have literacy and math instructional coaches, but coaches work more with teachers to improve Tier 1 instruction vs direct work with students
 - Master schedule and staff allocations will inform what can be done with interventions
 - Culture team, which includes social/emotional and behavior, recently kicked off and will support students this school year and next
 - When students back in schools, will need to assess where students at b/c virtual assessments may not be accurate or capturing all students
- All campuses: Considering how to do instructional recovery plus what’s expected at grade-level. DCPS is helping to prioritize curriculum of what should be taught now in each grade and will return to some topics in future years, recognizing those topics were not fully taught this school year or made need repeating.

Term 3 Reopening Updates

Stuart-Hobson:

- 3 Reopening Community Corps meetings – provided input on how many teachers a student could see. Given how students rotate through teachers and courses, even students participating in in-person learning (IPL) will still have some learning remain virtual
- Reopening plan got approved by DCPS Central Office. Starts with morning session and afternoon session on Wednesdays targeted on students who are having trouble engaging, defined as poor attendance, not engaging in class, and/or struggling academically. Will be in groups of 6th, 7th and 8th graders and work on good habits. Will include some community-building activities outside as possible. Because will only be offered on Wednesdays, will not disrupt other schedules and teacher assignments

- Secondary schools have more flexibility than primary school on who offered a seat. I.e, not getting list from DCPS Central Office; student selection completing up to school. Still finalizing parameters for selecting students
- Will start small, looking to scale up to 132 students in person by Term 4
- Stuart-Hobson limited to same 11:1 ratio given for staff and students based on DC Health guidelines limiting groups to 12. If groups required 2 staff, only 10 students would be allowed

Peabody/Watkins:

- No Term 3 in-person spots have been offered
- Did some calls in December to ask families whether they would accept if offered IPL spot in order to get better sense of acceptance rate since differs from survey responses. Some confusion about how calls were made vs how they were supposed to go
- Teachers and mental health teams making a priority list of students to offer IPL spots. Lists based on engagement, attendance, academics. Can do Principal appeal so if doesn't match DCPS algorithm, will submit school's recommended list
- At soonest, Term 3 calls will start 1/11. Families will have 2 days to respond from when speak with school, or 5 days from when a message is left. Will email families who will get calls beforehand so they have some information already in-hand
- Teaching model:
 - PreK – Students will have 1 teacher.
 - K – 5 Model - depends on how many students accept. If 1 cohort (up to 11 students), students will have math/science 2 full days a week with 1 teacher and ELA/history other 2 days with 2nd teacher. If 2 cohorts (up to 22 students), students will see both teachers each day
- Should know this Friday which students will be in-person vs virtual (Post-meeting note: Teachers will be announced Monday 1/11)
- Have started Q/A among school administrators and teachers. Looking to share Q/A with families and be as transparent as possible
- School staff limited to interacting with 2 in-person cohorts of students per term
 - Thinking through how to deal with behavioral issues. Schools reserve right to switch students from IPL to virtual
 - Special education will therefore remain virtual even for IPL students
- Only 1 teacher and 1 staff person volunteered to teach in person at Peabody/Watkins. Many teachers who selected virtual on survey will therefore have to teach in person
- Determining which teachers will be in-person has created some tension among grade-level teams
- ECE teachers looking for more information on how to address students needing comfort, having accidents, etc as well as what centers and other aspects of ECE will look like since ECE is much more hands on. This concern replies to ECE across DCPS, not just Peabody
 - When staff selections finalized for IPL, will do more PD for IPL teachers
- Virtual classrooms will get larger, small group time will decrease and groups may get bigger. Looking into options to support virtual small groups
- At this point don't intend to open a CARE class in Term 3
- Families that accept in person spots can switch back to virtual if not working

Public Comment:

- Public comment related to reopening plans addressed above

Meeting adjourned 8:00 pm.

Remaining 2020-2021 Meetings

2020-21 Meetings	Location
February 2	Virtual
March 2	Virtual
April 6	Virtual
May 4	Virtual
June 8	Virtual
July 6	Virtual