



Capitol Hill Cluster School

Where Every Child Achieves

Peabody | Watkins | Stuart-Hobson | A DC Public School

February 7^h, 2023
6:30pm-8:00 pm

Join Zoom meeting link

<https://us02web.zoom.us/j/7128354486?pwd=bUVCbnkwTXVzamRheG5UR005WW5Xdz09>

I. Welcome and Introductions:

- Henri Rowe (Watkins teacher, co-chair)
- **Peabody:** MScott Berkowitz (Peabody/Watkins Principal), Sara Cissna (Peabody parent rep; Amber Williams (Co-Chair/Peabody parent rep); Annie Slattery (Peabody teacher rep); Lisa Brooks (WTU Peabody building rep); Ebon McPherson (Peabody teacher Rep);
- **Watkins:** Kathy Zeisel (Watkins parent rep);
- **Stuart Hobson:** Eric Fraser (Stuart-Hobson Principal); Carmen Tull (Secretary/Stuart Hobson parent rep); Kerslyn Featherstone (Stuart-Hobson parent rep); Bethany Rosera (Stuart Hobson teacher/building rep); Deborah Burroughs (Stuart Hobson teacher/rep);
- Jess Pannett (PTA rep)
- Bijan Verlin (DCPS Family Community Engagement)

II. DCPS Budget model overview:

- Bijan Verlin presented on the DCPS Budget process
- Presentation on the LSAT budget:
https://dck12-my.sharepoint.com/:b:/g/personal/quintin_floyd2_k12_dc_gov/ERnWi2rOwa1Bm_t2UYwKQzgBWhKAG87gPeUsKxtZLQnZmg?e=WPmTtxt
- Website with great resources: <https://dcpsbudget.com>
- Key points:
 - Everything in the operating budget is included in the budget, specifically, educators and staff, educational programs and materials, support services, and compliance.
 - What is not included are modernizations and small capital projects.
 - The new DCPS budget model is based on a per-pupil funding model and what services those students need. This was an attempt to right size for the need of DCPS's neediest students.
 - Students with different needs get different resources, so there is a weighted additional cost for each need per student (early education, English language learner, special education, at risk, etc).
 - The LSAT role is really to advise.
 - The next step in the budget process is for the LSAT to review the budget and make recommendations later in February.
 - Questions/discussion included:

- Is DCPS on track to issue the budget next week and do you expect we would only have four days to review? Bijan did not have any answers on the timeline and length of time LSAT will have to review. Berkowitz noted that he was under the impression that there would be at least a week/10 days for review.
- Will there be School Stabilization Funds this year – yes, these funds ensure that budgets do not fall below 95 percent of the school budget they received last year. They will be included this year, but no additional specifics were shared at the meeting.
- What is the specific Cluster LSAT process being proposed to review the budget? When the principals get the budget, they will share it with LSAT co-chairs, and meetings will be convened to discuss it. We will show what current staffing levels are and what cuts/priorities will need to happen. Then we will discuss whether a petition is needed. There will be a few LSAT meetings at the drop of a hat to discuss the budget. Often the LSAT is tinkering around the edges with the budget. These will be closed and confidential meetings.
- Vijan noted he was leaving DCPS at the end of the month and will join the DC Council.

III. **Bullying Concerns and Crisis Response**

- a. We have had this on the agenda for the past few LSATs, so we want to make time for the discussion about the anti-bullying efforts at both schools. Are there any concerns or issues that LSAT members want to raise?
- b. Principal Berkowitz – we have been running the Second Step program twice a week, celebrating this idea of upstanders at award ceremonies to recognize those who are doing the right thing when no one is watching.
 - i. Question what is the response if there is a bullying issue?
 1. Principal Berkowitz- when there is the determination of bullying the response is a safety plan, but before that is put in place an investigation takes place. We are specifically looking for a difference between bullying and conflict
 - a. Response could be a restorative circle or safety plan depending on the issue.
 2. Principal Fraser – We follow the DCPS plan and DCPS has a form to report bullying we use this form as a guide to look into any allegation we received
 - a. We have similar solutions to the ones that Mr. Berkowitz named, restorative circle, and or safety plans, among other things.
 - b. We use our advisory time in the morning to reiterate to the students what they can do to take action and report bullying.
 3. Is there an increase in bullying reporting over the last year, what is the difference between conflict and bullying – what is the difference?
 - a. Stuart Hobson - At the middle school level there is not that much difference between bullying and conflict, a lot of the responses are very similar. We are still seeing similar patterns of social media bullying, but restricting cell phones has helped with these incidents during the school day. Overall, the volume of incidents is down
 - b. Peabody/Watkins – Our incidents this year are way down. Our ability to intervene with students who have social-emotional needs is greater this year. I am finding that the support is working.
 4. Are there any proactive ways we are intervening in gender identity-based bullying?
 - a. Peabody/Watkins – Gender identity is not explicitly included in the Second Steps Program.
 - b. Stuart Hobson – This was an issue last year and we have pivoted to increase our discussions with students in this area. We have made this

a focus in our Advisory sections. We have also been supporting our teachers in this area.

5. Who makes the determination of a bullying instance? What happens in the instances when there is one student's word against another one's regarding an issue of bullying? What happens when there isn't an upstander around?
 - a. Peabody/Watkins – We would look for evidence and other witnesses when we are doing the investigation. To support the children in a case of bullying, we would go to our social worker.
 - b. Stuart Hobson – We would have our culture team intervene first with the kids and then with the social worker.
6. Please clarify whether at Peabody, is there only a team of one who investigates bullying, because it should be a team, and not a team of one, to protect against bullying? Principal Berkowitz noted that it was a good point that a team of one could be problematic and that we can circle back and see how we can address this at Peabody. At Watkins, the culture team is the lead group that investigates bullying.
7. What happens to kids during unsupervised/unstructured times? Principal Berkowitz noted that kids should be supervised at all times, but there are moments when teachers and administrators need extra help. Ms. Rowe noted that this needs to be further addressed about how to expand supervision during unstructured times.

IV. **ESSER Funds and Priorities – each Principal has to apply to these funds and we want to discuss how these funds will be prioritized**

- a. Watkins- Materials and programs, with a focus on interventions (special education and non-special education curriculum and materials)
- b. Stuart Hobson – We are using the funding to buy educational materials such as - Reading Plus, Demos, and Live School. We tried looking for outside tutors, but we have not found any options, so we are going to continue to do it in-house. We put a small amount of money towards professional development, especially on our advisory curriculum. We are getting some tutoring for free from some GW students.
 - i. What about tutoring?
 1. Watkins – Some teachers are tutoring so we are using those funds to cover tutoring and teachers are welcome to do more.
 - ii. Is there demand if there are outside tutors will be in since teachers seem to be overworked at the moment? Can we give thought to using some of the federal dollars to help expand access to tutoring services?
 1. (Peabody/Watkins) - When we explored earlier, there were no good outside options in the past, but I will ask again.

V. **Family Survey**

- a. Principle Berkowitz - The questions are finished and ready to go.
- b. The survey will be disseminated through Blackboard and the Newsletter

VI. **Middle of the Year (MOY) Data**

- c. We have a lot to celebrate at both schools. Schools were divided into two Breakout Groups to go over the data which showed significant growth in math and reading.

Next meeting- March 7th @6:30pm

Remaining 2022-2023 Meetings

2022-2023 Dates	Location
March 7 th	Virtual
April 4 th	Virtual
May 2 nd	Virtual
June 6 th	Virtual

