

SMASH Site Council Minutes
Wednesday, April 27, 2022 3:30-4:45 PM
Zoom link:

<https://smmk12.zoom.us/j/81582834539?pwd=NXY3R0s4WUFXWlg5Q1Jud2JNYjJRZz09>

Meeting ID: 815 8283 4539
Passcode: 113425

As per BP 1313 (adopted 11/18/21), the Board of Education and SMMUSD shall place this information at the top of their meeting agendas.

STANDARDS OF BEHAVIOR THAT PROMOTE CIVILITY AT ALL PUBLIC MEETINGS:

Treat everyone with respect and courtesy.	Keep an open mind and, if merited, allow yourself to be persuaded to change your opinion.
Listen to others respectfully.	Acknowledge dissension as a civic right and as a tool to use to reach the best decisions.
Agree to disagree, and don't make it personal; discuss the issue, not the person.	Accept responsibility and maintain self-control.

In attendance:

Principal Jessica Rishe
Office Manager Ania Kubicz-Preis
Parent Reps Julia Socolovsky
Teachers Jen Gardner, Anne Serapiglia
Student Reps

Absent:

Student reps: Leo Mooney and Darcy O'Connell
Teachers: Jayme Wold Florian, Christian Carter
Parent reps: Therese Kelly, Gene Klein

Meeting notes taken by Jessica Rishe because secretary Jayme Wold Florian was absent.

Motioned by Ania Seconded by Julia Adopted Agenda

Motioned by Ania Seconded by Julia Approved minutes of last meeting

Community participation: Suehyn asked Carey Upton for the written response to our facilities concerns. He has not provided it yet to Suehyn, nor to Jessica.

Reports and Announcements (regular agenda items)

Principal's Report:

4/28 6pm RJ Circle

5/6 6-8pm Middle School Dance

5/9 6-7:30pm Core 1 Open House

5/19 Cores 2-4 Open House

5/23 6pm Middle School Concert

Student Reports: none

Community Organization Reports (to include but not limited to the following):

PTSA: online auction

Old Business: Facility Updates. Most of the construction is HVAC work is almost complete in Cafeteria. New furniture for middle school rooms will be installed this summer along with new PA system, and water intrusion repairs.

New Business:

Reviewed Drafts of Goal #2 and Goal #3

Goal #2: Culturally and linguistically and learning diverse students will receive reading conferences with teachers to frontload Reading Workshop teaching points and offer additional personalized foundational reading skills instruction (extra guided reading and additional phonics instruction for K-1 students showing risk of referral for special education assessments)

Identified Need:

We are working towards increasing Student Achievement in Reading K-8 through the Teachers College Workshop model with differentiated small group instruction (Close Reading, systematic phonics instruction, word work, Academic Vocabulary, Guided Reading)

8 SMASH students (4%) qualify as ELL

54 SMASH students (26%) have IEPs

14 of these students qualify under Specific Learning Disability with reading/writing related goals.

4 are African American Students

13 are Latinx Students

16 students with iep's were identified as 2nd graders for OHI/ADHD and SLD. Interventions that were tried before referring them include:

Literacy (Heggerty small groups with IA during Projects)

Literacy (Lexia individually with IA during Workshop)

Literacy (Guided reading extra small groups during Workshop)

Math (Dreambox small groups with IA during Workshop)

Literacy (SIPPS and LLI)

Print Practice 10 minutes per day small group

Heggerty is the phonemic awareness and phonics programs being used. What regular checks might we further develop to see who is learning these foundational skills before referrals to special education?

Metric/Indicator

- 1) Reclassification rate due to ELPAC score
- 2) # of SST referrals for reading/writing/communication related concerns

Baseline

- 1) 2021-2022 0 out of 8 students reclassified
- 2) 2021-2022 SSTs for 18 students. 1 out of 18 qualifies as ELL. 10 had reading/writing/communication related concerns. 3 qualified for special education. 3 are still currently under assessment.

Expected Outcome:

- 1) Reclassify at least 1 out of 8 students taking the ELPAC in 2022-23
- 2) 2022-2023 fewer than 10 SSTs for reading/writing/communication related concerns

#1

Students served by the activity: K-5 students showing below grade level results on F&P reading assessments

The activity: Culturally and linguistically and learning diverse students will receive reading conferences with teachers to frontload Reading Workshop teaching points and offer additional personalized foundational reading skills instruction (extra guided reading and additional phonics instruction for K-1 students showing risk of referral for special education assessments)

Expenditure Amount and Source: \$0

#2

Students served by the activity: K-5 students

The activity: Lexia differentiated, explicit on-line reading instruction will be used.

Expenditure Amount and Source: Differentiated literacy instruction

\$8100 Lexia FORMULA

#3

Students served by the activity: K-8 students

The activity: Teachers are subbed in multi-age teams to review student reading progress and writing samples to determine changes in first instruction and additional interventions needed.

Expenditure Amount and Source: Spring Assessment Norming

\$4,100 from Ed Services PD Monies 2 subs day * \$160 per day * 12 teachers

Goal#3: By the end of May 2023, after the series of workshops to staff and parents together and to students during classroom lessons, staff, students and parents will feel better supported in developing a resilient school community through increased knowledge of and the practical application of classroom strategies and communication that help adults and students cope with anxiety. This will be reflected by a 5% increase in participants saying they know how to support learning activities in our climate survey data.

Identified Need

All SMASH adults and students have been living through a global viral pandemic, movements for racial justice, environment events, and many have financial crises as well. Students have spent March 2020 until now learning to cope with constant change to their learning environment.

The SMASH Community will benefit from expansion of the historical focus on growing student and adult [parent and staff] reset skills (emotional self-regulation, focus & attention, clear communication, risk resiliency) to share common tools/practices/language at home and at school. This increasing alignment between school and home environments creates positive academic learning focus, reduction of anxiety, and strong communication in peer-pressured situations. This enhances our healthy school culture and increases effective collaboration with parents and additional staff members to address social-emotional concerns. In the 2021-22 school year staff and students specifically focused on:

Foundational concepts in the science of resilience
Resilience-Focused Classroom Practices – practical applications
The Psychology of the teacher-student relationship
Communication- boundaries, compassion and mirroring
Establishing a Culture of Wellness & Sustainability

In the 2022-23 school year, we will expand our partnership with parents in these areas.

Metric/Indicator

school climate survey data/students and parents about knowing how to support or are supported in learning activities (these data points are listed as part of the comprehensive needs assessment)

Baseline

baseline is in 77-83% range but this is a relative weakness compared to other smash survey data

Expected Outcome

increase by 5% participants who say they are fully informed about how to support and, or are engaged in school based learning activities

#1

Students served by the activity: All K-8 students and parents

The activity:

4 rounds per multi-age grade level of parent and teacher workshops and book club meetings focused around Peace from Anxiety: Get Grounded, Build Resilience and Stay Connected Amidst the Chaos by Hala Khouri.

3 classroom visits and debriefs per multi-age grade level team.

3 whole staff workshops

Expenditure Amount and Source: Trauma informed school practices parent and teacher workshops with Hala Khouri

\$15,000 Ed Services PD Monies (150 hours*\$100)

16 Friday meetings and planning time (64 hours)

27 class visits (70 hours)

August Retreat and 2 Friday workshops (16 hours)

#2

Students served by the activity: All K-8 students

The activity: As students conduct passion projects, teachers consult with the Learning Through Interests Project Coordinator to find community experts to mentor students related to their projects. Planned partnerships for 2022-23 currently include, professional puppeteers, podcast editors, museum curators, OTIS College of Art professors and more will be determined based on student/teacher need.

Expenditure Amount and Source: Learning Through Interests Project Coordinator (85 hrs * \$50 *.1275)

\$5,000 Marni STRETCH

#3

Students served by the activity: individual students and small groups of students in counseling

The activity: Provide individual student counseling regarding peer pressure, lack of social cueing, competitive nature, and family changes to students. Provide small group counseling to students for 10 week sessions.

Expenditure Amount and Source: \$0 from site. Ed Services provides the 2.5 day a week SEWI counseling intern

#4

Students served by the activity: All K-8 students and parents

The activity: Teachers write narrative report cards twice a year to convey to parents and students what students know and are able to do as evidenced through performance during Workshop units of study and Projects. Teachers also write about next steps for students along their own continuum of learning.

Expenditure Amount and Source:

Narrative Writing

\$4401 subs FORMULA

2 subs day * \$169 per day * 12 teachers

Council discussed:

From the students for whom we hosted SSTs, families agreed with action plans.

We set Goal #1 around math supports since we have many District provided supports for literacy.

Teachers gave examples of community partnerships that the Learning Through Interests coordinator creates for students and teachers.

We will vote on the site plan next Wednesday, May 4 at our last meeting of the year.

We will review election ballots for site council parent reps.

Community participation: Suehyn asked if we have higher rates of iep's, ssts, ELLs or counseling referrals since returning from the pandemic. Principal said percentage of students for each of those categories has been the same pre and post virtual schooling. SAI Teacher clarified that special education percentages at SMASH started increasing about 8 years ago but that this is not specifically connected to the pandemic.

Motioned by Anne Seconded by Jen Meeting adjourned at 4:15pm.

Next meeting date for 2021-22: 5/4/22