

SMASH Site Council Minutes
Wednesday, January 4, 2023 3:15-4:45 PM
Hybrid Format: Obama Center Library or Zoom

<https://smmk12.zoom.us/j/88936371338?pwd=aHRnMXdQR3lWOGdmM2QrcUtuT3hPQT09>

Meeting ID: 889 3637 1338 Passcode: 32734

In attendance: Principal Jessica Rishe, Teacher Jayme Wold Florian, Teacher Malaika Boyer, Teacher Anne Serapiglia, Teacher Christian Carter, Parent Naren Desai, Parent Nancy Chou, Student TJ Turner, Office Manager Ania Kubicz-Preis

Absent: Parent Julia Socolovsky, Student Bodhi Goldstein, Student Darcy O'Connell

Motioned by Anne Serapiglia Seconded by Naren Desai Adopted Agenda

Motioned by TJ Turner Seconded by Malaika Boyer Approved minutes of last meeting

Community participation-

Suehyeon Kim- just listening in

Janis Hoffman -Do we get the family compact in the first day packets? Jessica- it's part of our site plan that the site council creates. In the first day packets, it has the District, State, and Site policies. After it is voted upon, it'll be emailed out and posted on the SMASH website under the Site Council tab.

Reports and Announcements (regular agenda items)

Student Reports-

Today in Core 4 they got their essay tests back, and 7th grade got math scores back. Half Dome had a discussion about Yosemite and logistics. In Genie's, they are working on writing their essay on Chains.

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

PTSA- Pizza party drive completed and was extended, financially successful. 2nd and 4th grades brought in the most money. Question about having our students in Cores and how this will be considered.

Student Council- Working on the February 24th Family Dance. Theme to be decided soon. Music, snacks, and decorations will be decided during the next student council meeting.

Other

Old Business:

Reviewed SMASH Parent and Family Engagement Policy and SMASH Parent Compact. (See draft that includes revisions suggested 12.14.22 below)

Motioned by Naren Desai Seconded by Nancy Chou

Unanimously approved

Adopted Policy and Compact

SMASH Parent and Family Engagement Policy

SMASH has developed a written parent and family engagement policy with input from parents.

It has distributed the policy to all parents and guardians.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

After digitally sending home first day packets that include District policies and our SMASH Basics (Parent Handbook), parents are encouraged to ask questions at our SMASH Back to School Night that is called Core Forums.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Monthly PTSA evenings with Zoom access
Monthly Site Council after school meetings with Zoom and in person access
Math Morning Meetings per Core

Writing shares per Core during the school day

Learning exhibitions per Core during the school and Open House/evening

Conferences are offered twice a year early morning, school day, and evening times

Building Student and Adult Resiliency Tools workshops for parents and staff together during lunch hours and close to pick up time and available over zoom.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

Through Site Council and PTSA reps, and meetings open to all parents, parents may plan, review and improve school programs. Through learning walks and inviting parent reps to participate in staff processes to improve programs and to help plan improvement.

Volunteer Opportunities:

Classroom: Parent Reps, One time or repeated Classroom Assistance, Guest Experts, Trip Chaperones

Schoolwide: DEI Committee, Campus Beautification (includes Gardening), Library, Tours, Special Events such as dances, potlucks, celebrations, community swaps (books, costumes, board games), staff appreciation lunches, and fundraising (auction, Jogathon)

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

Through Friday Letters and through Konstella, staff provides parents with timely information about school curriculum, programs, happenings, and events.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

Friday Letters, Core Forums, two times a year conferences, two times a year narrative report cards, math morning meetings, writing shares, and project exhibitions.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Staff is available for communication and email, phone and Zoom and meet with parents who have ideas on decisions relating to the education of their child(ren).

Friday Letters offer upcoming education decisions that parents are welcome to provide feedback.

SSTs, 504s, IEPs, and School Based Counseling Referrals/Intake Meetings

All surveys and additional curriculum (Planned Parenthood Sex Education) are given with information and notice so parents can make timely decisions on their children's education.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Progress and achievement of the child is discussed in parent teacher conferences twice a year as well as twice a year narrative report cards where suggested next steps to support the learners are included.

District sends reports about student progress for each benchmark assessment period.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Classroom teachers have Google photo albums for parents to see more of how students are learning

Friday Letter

Meetings (Conferences, Math Meetings)

Math shares (teaching parents math games and activities for home practice)

Invitations and explanations of Tier 2 or Tier 3 interventions offered

Core Shares (math, writing, reading, PS Arts, projects, etc)

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

It is SMASH's underlying philosophy that it is a relationship between parents, students and educators to design experiences together.

SMASH is a school of choice so staff know parents have opted to have their children be part of this school philosophy and culture. Parents are an essential component of making SMASH thrive.

School Leadership Team supports multi-age teaching partners in planning ways to further parent partnership

Student Council generates ideas for community engagement including parents.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parent and Staff side by side meetings with Professional Experts (Mindfulness, Trauma-informed practices, arts integration...)

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

The school provides support for parental involvement activities requested by parents.

SMASH PTSA uses a communication platform called Konstella. All posts can be translated into any Google supported language.

SMASH PTSA Website all can be translated into any Google supported language.

SMASH provides information in English and if interpretation in another language is needed at a meeting, it is provided.

We use email, phone and in person contact to share information.

Site Council Parent Reps as well as PTSA Exec Board members help develop additional parent volunteer opportunities as suggested by parents.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

When parents are proficient in a language other than English, interpreters or a parent buddy who speaks both languages help provide information. Spanish translation is provided on site as needed. The school campus is ADA compliant and provides physical access to all parent needs.

Santa Monica Alternative School House (SMASH) distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

Required School Parent Compact provisions

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

SMASH uses the Guaranteed Viable Curriculum based on state standards, implemented with Project Based Learning methodology, Reading/Writing Workshop, arts integration and an equally valued social-emotional curriculum. Students participate in K-8 Community Groups so that they learn from and benefit from multi-age strands of students. We hold parent-teacher conferences twice a year to review each child's achievements and areas for continued growth. Parents receive twice a year narrative report cards in addition to the two conferences. Teachers are available to meet with parents before school, lunch and after school with appointments. Parent volunteer opportunities are offered by classes through the Friday Letters. This includes one time as well as on-going options. Parents also participate in project shares, writing shares, math meetings, and art/drama/music/dance performances.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

Progress and achievement of the child is discussed in parent teacher conferences twice a year as well as twice a year narrative report cards where suggested next steps to support the learners are included.
District sends reports about student progress for each benchmark assessment period.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

In the Friday Letter teachers alert families of materials coming home that may improve their child's achievement as in reading books with tips, games, or information on using household items and conversations to help support their achievement.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

SMASH's philosophy is founded in the school to home connection and SMASH believes parents are the students' first teacher. We believe deeply in the communication triangle of student, parent, teacher.

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

Staff on a student-by-student basis recommends counseling on site or community programs/library programs that would be beneficial to those specific students.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

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SMASH sends out Friday Letters as well as Principal Email blasts as needed

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Parent Volunteer Opportunities are co-created with teachers, PTSA leadership and Site Council representatives
Teachers facilitate Shares and Celebrations (math, writing, reading, PS Arts, projects, etc)

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

Spanish translation is available on site as needed
District hires a translator for other languages at iep meetings as needed
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New Business:

Reviewed 2021-2022 Chronic Attendance rate

(SIA slide #31 showed it was 2.8% which is lower than other SMMUSD schools which were 4%-57% other than Edison 2.1% and Franklin 2.6%)

*Anne- Those numbers are good!

*Jayme-Are illnesses included?

We did not suppress letters for excused absences for illnesses, so the numbers include those that were out with chronic illnesses.

Monitored progress on 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)

2021-2022 0 out of 8 ELL students reclassified

2022-2023 As of 12/16/22, 1 out of 5 ELL students reclassified

2021-2022 SSTs for 18 students (1 out of 18 was ELL, 10 had reading/writing/communication related concerns)

2022-2023 As of 12/16/22, SSTs for 15 students (0 out of 15 are ELL, 8 had reading/writing/communication related concerns)

Students below grade level on F&P assessments as well as Star ELA results are receiving interventions

K/1 small group 4x/week with teacher, Lexia with IA

$\frac{2}{3}$ small group 4x/week with teacher, small group phonics 3x/week with teacher, LLI 4x/week with ELC

$\frac{1}{3}$ small group 3x/week collaborative push in with SAI teacher and pull-out with IA for those that do not have an IEP, whole group Lexia, LLI 4x/week with ELC

6 small group 3x/week with teacher, pull-out and push-in reading intervention with SAI

Community participation (if applicable)

Janis Hoffman- How do you determine which students are eligible for intervention and why are 7/8th grade not mentioned?

Jessica- For those that are not receiving services with an IEP, interventions are determined by the STAR reading assessment and the F&P assessments. We don't have any students in 7/8th grades that are eligible for intervention services.

Janis-Can a parent see what scores are needed to determine eligibility?

Jessica- The District sends out the reports that will give your child's scores. This is for general education, not special education because if a child has literacy goals, they get services through SAI.

Motioned by Ania Kubicz-Preis Seconded by Anne Serapiglia

Meeting Adjourned at 3:50pm

Meeting notes taken by Site Council secretary Jayme Wold Florian

Next meeting dates for 2022-23: 2/1/23, 3/1/23, 4/19/23, and 5/10/23