UINTAH MIDDLE SCHOOL
COMMUNITY COUNCIL MEETING
December 1, 2020

ATTENDING:	**ABSENT:**

Christy Nerdin (Principal)
Jennifer Anderson
Brandon Aycock
Jessica Christensen
Megan Hall
Heather McKee
Marissa Mills
Evonne Guzzle (Teacher)

Jeni Gudac (Counselor)

Approval of Minutes
The meeting was opened by Evonne Guzzle with a second from Marisa Mills. Time was then turned over to Christy Nerdin. A motion was made by Megan Hall to approve the minutes as they were written. Marisa Mills seconded. The motion passed unanimously.

Trust Lands Plan Review
Christy Nerdin showed the plan for this year and what has been spent so far. She shared the Goals and Action Steps. (see attached)
Christy explained the need for Corina Sam (Math aide) and Rebekah Jones (Instructional Coach) and the difference they are making. See the Correlative Data in the attachment.

Academic Update
Christy Nerdin gave a handout. (see attached) The handout showed the Uintah Middle School's Digital Citizenship Plan and what the school is doing to meet this requirement. Because of Covid-19 we are not gathering the students in large groups, so they will be shown a *Netsmartz* Video instead of the assembly we normally get. Teachers have been trained to use *Lanschool* to see each student's device and what is being accessed. The teachers also have the ability to limit what may be accessed.

Lexia is an adaptive program that the advisory classes are using. Christy showed the data from this program. This program has only been used for two years. The elementary schools are now using it, +so we expect to see even better results in the future.

Counselor Items
Jeni Gudac told the council how 8th grade students are registering right now for 9th grade. After the counselors finish up with 8th grade, they plan to visit the other schools and talk to the 5th graders about what to expect next year.

Patron Input
Marissa Mills told how much she appreciate everyone at the Uintah Middle School. She shared how much the postcards that her student received meant. Heather Mckee wanted to know if the plan the High School announced that had student choosing whether to attend class online or in the classroom was something that the Middle Schools were going to do. This is just something the High School is trying. All the parents in the room voiced their concerns about it. Mrs. Nerdin will share the concerns they had if the High School or the district ask for input.

Jessica Christensen said that she does not understand where to go for information in Canvas. She thought a link would be helpful.

Jessica also said that some classes say work must be submitted by 4:00. The bus to Lapoint does not even get the kids home until about 4:00. The principal said she would follow up with this. It could be a default that needs to be changed.

Marissa made a motion was made to adjourn. Heather seconded it. The meeting ended at 3:28. February 9th will be the next meeting.

Community Council
12/01/2020

Digital Literacy

Review Handout

Trustlands Review
Goal

Goal 1	Uintah Middle School will reduce the number of non-proficient students by 10% in all core content areas as measured by RISE testing from Spring 2019 to Spring 2021
Target Areas	Reading, Writing, Mathematics, Science
Measurements	Students' progress will be measured by RISE assessment from Spring 2019 to Spring 2021.

Trustlands Review
Action Steps

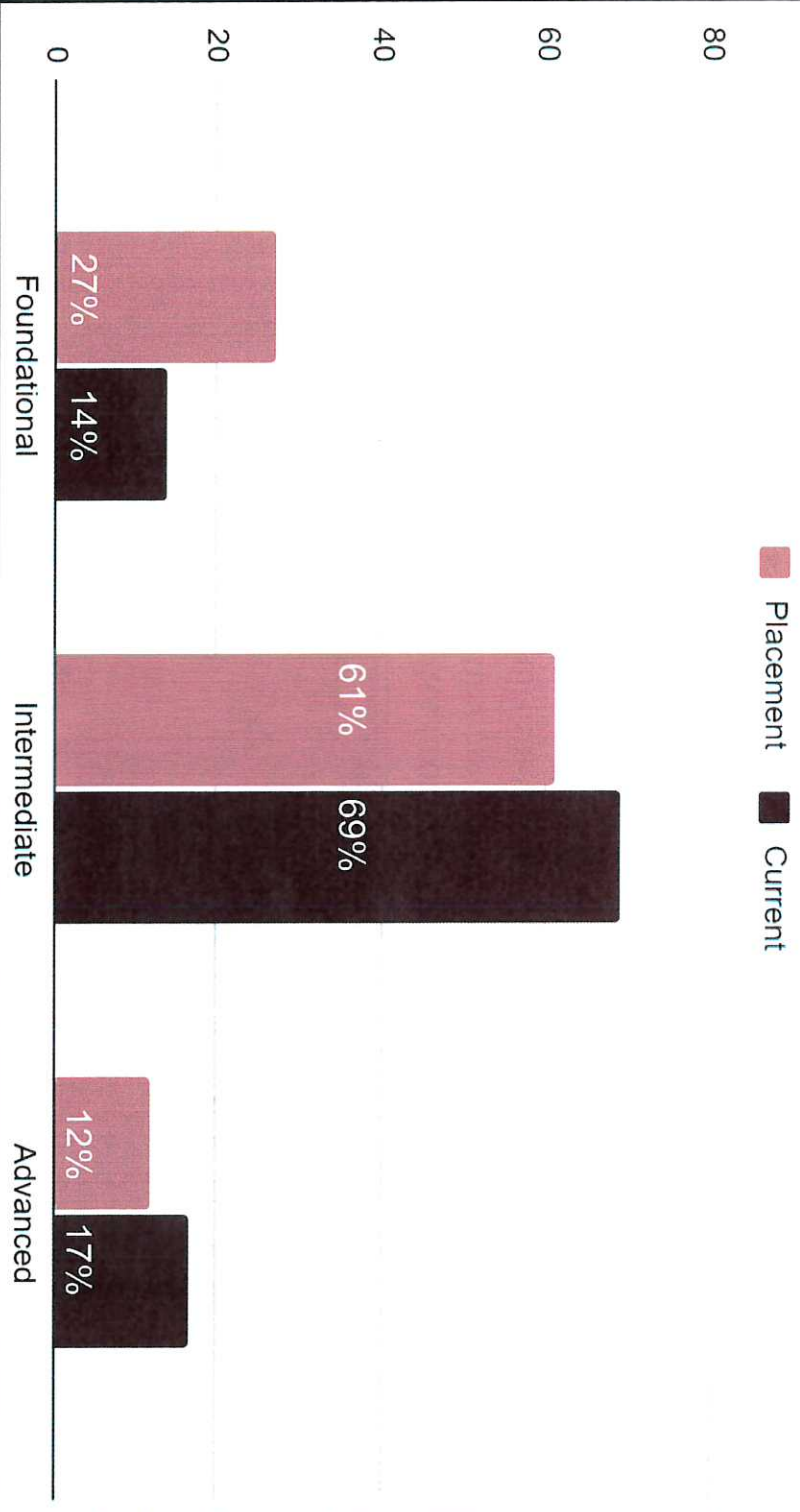| Action Steps	
	A. Pay 70% salary and benefits for a full-time math intervention specialist who will provide extra time and support to 8th grade, non-proficient students using the Ready Math resources.
	B. Pay 30% salary and benefits for a full-time instructional coach to support and mentor new teachers, teach and help implement evidence-based tier-1 instructional strategies to individual teachers and teams, support the PLC process, and improve instruction generally across all core content areas.
	C. Provide stipends for pre-contract professional development days to all core content teachers who will complete at least one trimester of planning and develop SMART goals and assessments to monitor and track student proficiency and growth in targeted areas.
	D. Provide stipends to team leaders/STT members and who will be given additional responsibilities for organizing, monitoring, and reporting data, modeling and teaching effective tier-1 instruction, and providing leadership and guidance to improve academic achievement.
	E. Provide teacher stipends to pay for prep periods which will give extra support and will allow for more targeted interventions in mathematics, ELA, and science, and other content areas.
	F. Staff will be given professional development opportunities that directly relate to planning, instruction, assessment, and tier-1 instruction. These opportunities may be administered by the school, district, state, or professional consulting organizations.

Trustlands Review
Expenditures

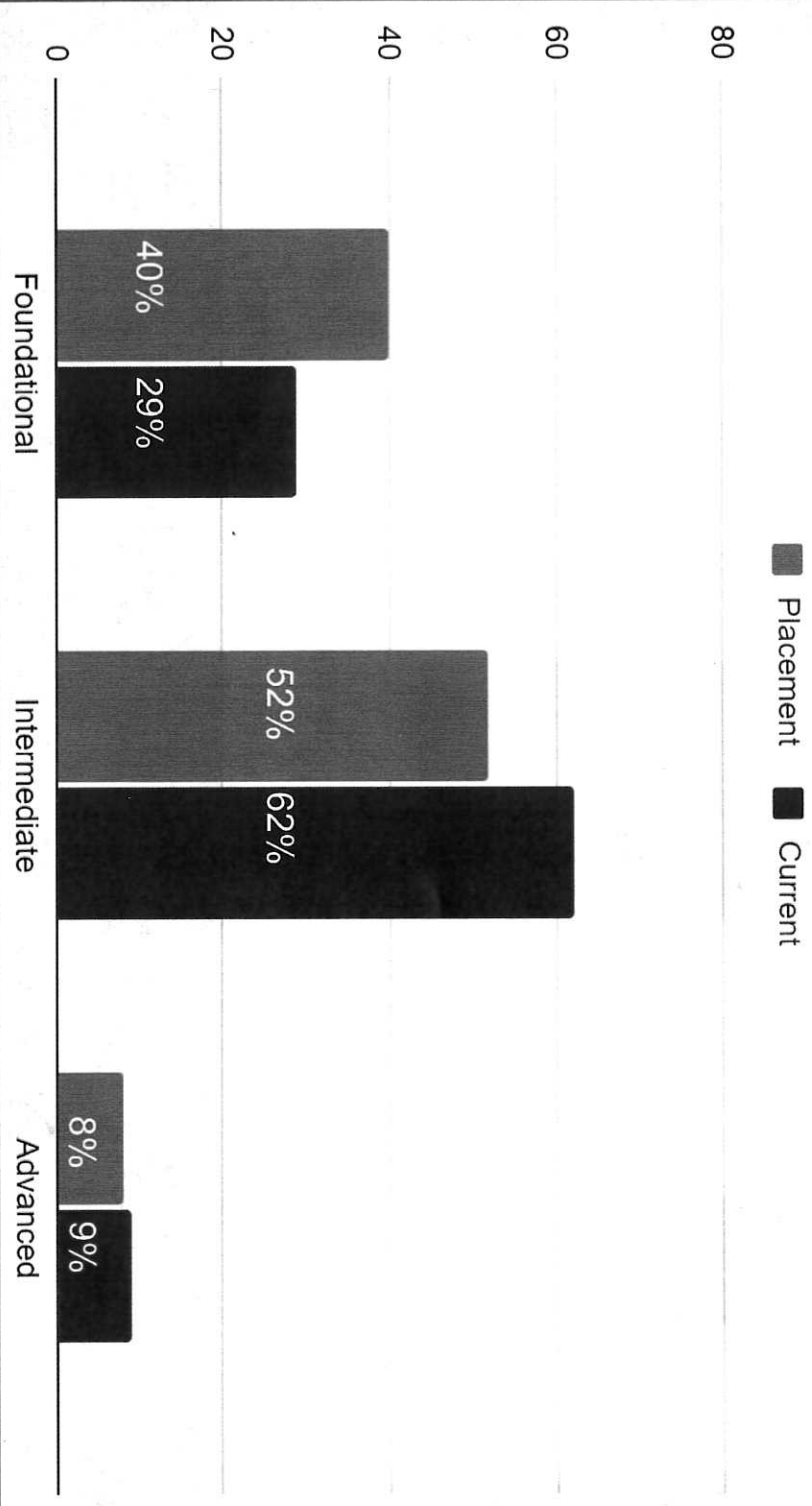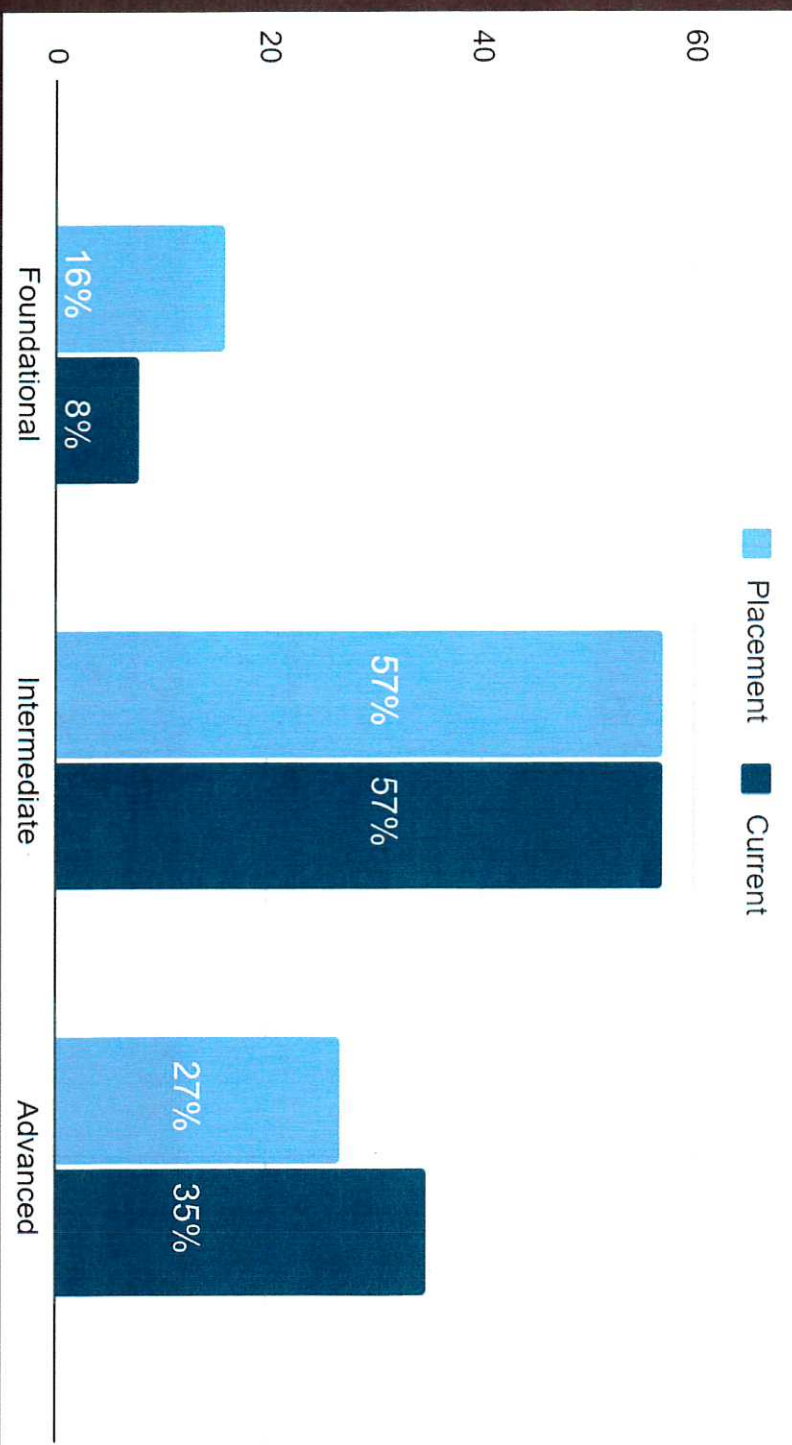| Expenditures	
Salary and Employee Benefits (100 and 200)	
70% of salary and benefits full-time math intervention specialist	$42,000
30% of salary and benefits for full-time instructional coach	$27,000
Teacher prep periods	$20,000
Teacher stipends	$15,000
	Cost: $104,000
Transportation/Admission/Per Diem (510, 530, 580)	
Money to be used toward travel, fees, registration, and other expenses required as a necessity of travel and/or attendance of professional development	Cost: $ 6,000
	Total: $110,000

Lexia Data

Word Study

Placement   Current

Category	Placement	Current
Foundational	27%	14%
Intermediate	61%	69%
Advanced	12%	17%

0   20   40   60   80

Lexia Data

Grammar

Legend:
- Placement
- Current

Level	Placement	Current
Foundational	40%	29%
Intermediate	52%	62%
Advanced	8%	9%

Vertical axis: 0, 20, 40, 60, 80

Lexia Data

Reading Comprehension

	Placement	Current
Foundational	16%	8%
Intermediate	57%	57%
Advanced	27%	35%

Importance of Coach Correlative Data

3. What is the current workload/stress level on teachers and what are the implications of this in your school? If necessary, what action steps can be taken to reduce the workload/stress on your teachers?

The vast majority (89%) of teachers at UMS feel that they are happy most of the time--with 24% reporting that they rarely feel anxious, stressed, angry, or sad. Twelve percent are neutral and no teachers reported that they often feel anxious, stressed, angry, or sad. We have worked hard to help our teachers through this stressful time and will continue to monitor their emotional health and make adjustments as necessary. I believe there is profound power in meeting weekly and having open discussions about how things are going. I take the feedback of teachers seriously and Don and I are responsive to that feedback. This year we have adjusted expectations, extended deadlines, and have reprioritized what we expect of teachers so that we can maximize and allocate our resources effectively. In addition, we have stayed the course with the structures and systems that are already in place to minimize initiative fatigue.

Importance of Coach
Correlative Data

5. How many teachers are struggling with their emotional health in your building? What is your recommendation to support them?	No teachers reported struggling with their emotional health.
7. How are teachers doing with the Canvas implementation? What are your next steps, or what should the district's next steps be in providing your teachers with leadership to improve or advance their use of Canvas?	All teachers at UMS report that Canvas is working well or very well. We will continue to support teachers with weekly professional development specific to Canvas and the subsequent coaching required for successful implementation.

Keeping our Students Safe Online H.B. 213

Through HB 213, community councils have been asked to play a more active role in keeping our students safe online. Click here for state information about community council responsibilities. The legislation requires that community councils are provided with a district report and a school report to inform them to be able to take on this charge. The first part of this handout is a district report around the areas of technology use, student education, and parent education. Page 4 is a template for the school admin to use to create a school report. The reports do not need to be turned in anywhere, but they are to be used by your council in fulfilling your responsibilities to help keep students safe online.

Uintah School District Report (updated 10-01-20)

Technology Use in School-   Filtering and Management

Filtering Information

- Uintah School District (USD) uses the UEN recommended iBoss content filtering system. Devices are filtered while on the district network as well as off site when the device is taken home.
- We have different rule sets for elementary and secondary schools so that we can allow some sites in secondary schools without allowing them for elementary schools, although most blocked sites are blocked on all student and guest networks.
- The filter works by categorizing known internet content and then allowing us to block inappropriate categories such as pornography, social networking, gambling, weapons, adult content, gaming, etc. Many sites are uncategorized and are blocked on the student network.
- USD has three different network segments: staff (district or school owned staff devices), student (district or school owned student devices), and guest (all personal devices) network. The guest network has the same rule set as the student network.
- YouTube and Social Media sites like Facebook and Twitter - These sites are open on the staff network, and are available in a restricted safe search mode for students. Search queries performed by students are limited and monitored for inappropriate content. The only exception is for the high school Social Media class where they are opened just within the lab under supervision of the instructor.
- Google Images - Google images are allowed for users as part of Google Apps for Education. Our Google domain has enabled a "force safe search" for image searches.
- Weebly and Blogspot Pages - By default these sites are open for staff but closed for students and guests. We open individual sites for teachers who create class websites in these platforms. These sites are not allowed for students to create individual sites and blogs for school use. The district provides a managed blogging service called edublogs for student and teacher blogs and sites using the asdpages.org domain. Google Sites is also available.

Management Systems

- Desktop and Laptop - The Uintah School District currently is using a site license for LanSchool to manage some desktop and laptop devices. This allows the instructor to monitor the screens of users electronically as well as lock down certain sites.
- Google Apps Management - We are also heavily integrated with Chrome Management for the many ChromeBook and ChromeBox devices that are in use today. It allows us to manage what apps and service are available for users. For instance, this system allows us to set our student gmail accounts to send and receive email only to teachers and other students.
- MDM - We use the AirWatch mobile device management system to manage iPads. This allows us to manage which apps are loaded onto devices and to purchase apps legally for school use.

What can the Community Council do?

- Ensure that K-2 students use the K-2 login and all other students use their unique login with their unique password.
- Ensure that student created web pages are made through the supported asdpages.org or Google Sites.
- Make sure the filtering is working on all school devices by assigning someone to test student devices on the student network.
- Learn what management systems are at use in your school and when it may be helpful for teachers to use them.

Supervision

- Teachers are asked to monitor students whenever they are online, either electronically or by walking around the classroom.
- Teachers should never put a student on a device with access to the internet in a place or situation where the student knows that the teacher cannot monitor their activity such as in a hallway or back corner of the room.
- Teachers should take special care when directing students to add art or photos to projects by directing them to safe collections of pictures and art like kidzsearch or kids.nationalgeographic.com.
- When inappropriate content is accessed by a student or staff member (either seemingly by accident or on-purpose), the student or students should be removed from the dangerous situation and the school principal or administration should be notified. The device should be isolated and the Technology Office should be contacted. Beside working to fix any issue discovered, the Technology Office will work with the administration to gather information and take appropriate measures if the Acceptable Use Policy was violated.

What can the Community Council do?

- Learn about and help develop school based practices and procedures to ensure student safety online.

- Provide resources for online supervision where needed.
- Make sure information is communicated to the staff on how to respond if inappropriate content is accessed.
- Review the following presentation for possible teacher training.

Student Education

Elementary Schools
- Digital Citizenship is one of the standards for our elementary technology specialist teachers. You can see the many resources they have developed here. They include resources from NetSmartz, CommonSense media and other state and national resources.
- All teachers who go online should include digital citizenship as part of their regular instruction. The technology specialist is a great resource.

7th - 8th Grade
- Our Junior High Media teacher librarians have developed wonderful materials to help students develop digital citizenship skills that can be delivered as students rotate by class into the media center for an orientation.
- Specialty classes that use computers are great places for digital citizenship to be taught. These include Introduction to College and Career Readiness as well as Business and CTE classes.

9 - 12 Grade
- Each student is required to complete Computer Technology for high school graduation. This course includes standards specifically addressing digital citizenship topics. You can review the course standards here.
- Many other high school courses include the use of technology and present many opportunities to develop digital citizenship skills.

What can the Community Council do?
- Develop a plan to specifically address digital citizenship in your school. Learn from the elementary technology specialist teacher, teacher librarian, and/or computer teachers in your school what their current practice is and what topics they cover with which students. It would be wise to invite these specialists to your meeting when you discuss this.
- Decide how you might share resources with other teachers to incorporate digital citizenship into their classes as they use online resources.
- Decide if you would like to sponsor a school-wide initiative to increase awareness around these practices or issues.

Uintah School District 2020-21

Parent Education

- Many organizations provide great information for parents to help students stay safe when online at home. A few great resources are:
  utahpta.org/netsafety   netsafeutah.org/   utahnetsmartz.org/
- Has your school provided any information or resources to parents in the past concerning online safety practices and tools?
- Has your school provided any information to parents concerning the topics and information their students receive concerning digital citizenship?

What can the Community Council do?
- Decide how you may best share resources for digital citizenship and online safety with parents. Consider the role of the community council to provide options and resources without being prescriptive and compulsory. This may include newsletters and other communications, back to school nights, parent conferences, carnivals, and other school events.

School Report Template

Computers and Devices in the School for Student Use- List the devices and main uses (Office applications, research, presentations, CAD, Graphic Design, Curricular apps, etc.)
- Apple Computers - iMac, Mac Mini, or MacBook Pro stationary or mobile labs-

- Windows Computers - Windows based stationary or mobile labs-

- iPads - Classroom deployment or mobile carts-

- Chromebooks - Classroom deployment or mobile carts -

Management - Teachers have been trained to use Lanschool to help monitor and control digital content on Chromebooks and computers. With Lanschool teachers are able to "see" each student's device and what is currently being accessed. Additionally, teachers have the ability to limit what may be accessed.

Supervision - Digital supervision is ongoing at UMS. Teachers are trained to actively supervise students who are on digital devices.

Digital Citizenship Plan - We will show a video from Utahnetsmartz.org, a company that specializes in digital citizenship in schools. Teachers and aides will continue to teach, monitor, and supervise digital learning.

Parent Resources and Information- All parents must read and sign the acceptable use policy before students are allowed to access digital information.

Policies - Home devices may be brought and used at school if cleared through administration.

Decision Making - We make decisions through our community council and school leadership team. Items are researched, discussed and vetted thoroughly before we make a collective decision.

Guiding Principles - The use of technology is to enhance learning. At UMS, technology does not replace good instruction, but rather it adds to those fundamental principles that ensure all students learn at high levels including clear targets, frequent opportunities to respond, engagement, feedback, and the students ability to assess his/her learning toward the learning target.