

UINTAH MIDDLE SCHOOL
COMMUNITY COUNCIL MEETING
September 22, 2020

ATTENDING:

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

Jeni Gudac (Counselor)
James Munford (Counselor)

ABSENT:

Marissa Mills

Introductions

The members each introduced themselves. There is a new Assistant Principal this year. His name is Don Heath. He was also introduced.

Trust Lands Video

The video *Introduction to School Community Councils* was shown. You can watch this and other trainings at <https://www.schools.utah.gov/schoollandtrust> and choose *Trainings*. There will be a tab for School Community Councils (SCC) and you can watch several different YouTube Trainings.

Chair & Co-Chair

After explaining the rolls of the Chair and Co-Chair a motion was made by Jennifer Anderson to elect Megan Hall as the Chairperson. Jessica Christensen seconded. All in favor were Jennifer, Brandon, Jessica, Megan and Heather. There were none apposed. Jessica Christensen nominated Evonne Guzzle for Co-Chair and Jennifer Anderson seconded the motion. All in favor were Jennifer, Brandon, Jessica, Megan, Heather and Evonne. There were none apposed.

Meeting Dates

After looking at the dates a motion was made by Jennifer Anderson to approve December 1, February 9 and April 13 as our scheduled dates. All in favor were

Jennifer, Brandon, Jessica, Megan, Heather and Evonne. There were none apposed.

Digital Literacy Requirements

Digital Literacy is a state requirement. Previously the school would have an "Online Safety Assembly". This year rather than an assembly the information will be given to students digitally by videos. There were no concerns from parents.

Safety Component

Christy Nerdin shared the Safety Response Contingency Plans and the Risk Mitigation with the council. (see attachments) She also explained the Principals Assurance with the council.

Counselor Items

Counselors asked the Community Council to serve as their advisory committee. After explaining the need Jessica Christensen made a motion to have the council serve as their advisory committee. Heather McKee seconded the motion. All in favor Jennifer, Brandon, Jessica, Megan, Heather and Evonne. There were none apposed.

Community Survey

The council was asked to create a sub committee to determine how the school can help reduce the stress in the community. The time was turned over to Megan Hall to create the sub committee. Jennifer, Jessica and Heather said they would serve. Their first meeting will be through Google Meet or Zoom on September 30th. They will help create a survey to go out to the community

Patron Input

Parents asked to get a printout of the current Trust Lands and TSSA Plans. These will be attached.

They also wanted to know what students are doing during lunches since lunches are being held in the classrooms. They were concerned that students weren't getting a mental break. Mrs. Nerdin explained that during the lunch time certain students depending on the alphabet are staying in the lunchroom to help minimize the sizes in the classrooms. These students rotate each day of the week. Also, teachers are encouraged to take their students outside for lunches so they can spread out, run around and have some normalcy. The teachers also are

encouraged to take the students outside where they can spread out several times during the day to give the students a mask break.

The parents on the West side say that their students are being marked absent on Fridays because of poor internet. There is a hot spot in Tridell but it doesn't work very well. There is not a hot spot in Lapoint. Parents didn't think that students should be marked absent if they can't turn in their work because of this. The principal agreed and said that the school must find another way. Mrs. Nerdin said she is on a committee that is working to get hot spots at all the schools. They are addressing this issue now.

Heather McKee is part of the Uintah County Library and ask if she could bring a packet that the library created to let students know about programs and events that students could attend. There will also be information about resources students, parents and teachers can use.

Megan Hall asked to let students know of a D & D club that the 4-H is sponsoring.

Jessica Christensen made a motion to adjourn. Megan Hall seconded. Meeting adjourned at 4:00.

USD COVID-19 Safety Response Contingency Plans 2020-2021
The Superintendent has the authority to mobilize individual schools to mitigate risk.

H I G H S C H O O L				
	<p><u>100% Student Capacity</u> Monday-Thursday Students at School -Regular schedule and classes -Blended Learning -Canvas course is aligned with live instruction for remote access if/when needed Friday Students at Home -Remote learning with teacher support and/or availability -PLC, Staff Meetings, PD, Canvas Training -Teacher Prep (2 hour minimum)</p>	<p><u>50% Student Capacity</u> -Shortened 5-Period Schedule -50% attendance 2x/week -Blended Learning Monday-Thursday <ul style="list-style-type: none"> ● Quad 1/3 7:40-1:00 Monday & Wednesday ● Quad 2/4 7:40-1:00 Tuesday & Thursday Breakfast and lunch TBA Friday -No face-to-face meetings with students -7:30-11:00 PLC, Staff Meetings, PD -12:30-2:00 Office Hours -2:00-3:15 Teacher Prep</p>	<p><u>25% Student Capacity</u> -Shortened 5-Period Schedule -25% one day per week -Blended Learning Monday-Thursday <ul style="list-style-type: none"> ● Quad 1 7:40-1:00 Monday ● Quad 2 7:40-1:00 Tuesday ● Quad 3 7:40-1:00 Wednesday ● Quad 4 7:40-1:00 Thursday -Breakfast and lunch TBA Friday -No face-to-face meetings with students -7:30-11:00 PLC, Staff Meetings, PD -12:30-2:00 Office Hours -2:00-3:15 Teacher Prep</p>	<p><u>Remote/Home Learning</u> -5-Period Schedule -Live instruction is streamed and/or recorded from the classroom or offsite location (if needed) for all students to access remotely via canvas Monday-Thursday Live Instructional hours 7:40-1:00 Daily lessons will be available on Canvas Friday (on/off-site) 7:30-11:00 PLC, Staff Meetings, PD -12:30-2:00 Office Hours -2:00-3:15 Teacher Prep</p>

M I D D L E S C H O O L	<p><u>100% Student Capacity</u> Monday-Thursday Students at School -Regular schedule and classes -Blended Learning -Canvas course is aligned with live instruction for remote access if/when needed</p> <p>Friday Students at Home -Remote learning with teacher support and/or availability -PLC, Staff Meetings, PD, Canvas Training -Teacher Prep (2 hour minimum)</p>	<p><u>50% Student Capacity</u> -Focus on ELA, Math, Science -Co-taught with Integration 50% attendance 2x/week -Blended Learning</p> <p>Monday-Thursday</p> <ul style="list-style-type: none"> 1/3 7:40-1:00 Monday & Wednesday (VMS 7:45-1:05) 2/4 7:40-1:00 Tuesday & Thursday (VMS 7:45-1:05) <p>-Breakfast upon arrival -Lunch TBA</p> <p>Friday -No face-to-face with students -8:00-9:30 Meetings, Canvas PD -9:30-11:30 Office Hours -11:30-3:00 PLC, Teacher Prep</p>	<p><u>25% Student Capacity</u> -Focus on ELA, Math, Science -Co-taught with Integration -25% one day per week -Blended Learning</p> <p>Monday-Thursday</p> <ul style="list-style-type: none"> Quad 1 7:40-1:00 Monday (VMS 7:45-1:05) Quad 2 7:40-1:00 Tuesday (VMS 7:45-1:05) Quad 3 7:40-1:00 Wednesday (VMS 7:45-1:05) Quad 4 7:40-1:00 Thursday (VMS 7:45-1:05) <p>-Breakfast upon arrival -Lunch TB</p> <p>Friday -No face-to-face with students -8:00-9:30 Meetings, Canvas PD -9:30-11:30 Office Hours -11:30-3:00 PLC, Teacher Prep</p>	<p><u>Remote/Home Learning</u> -Focus on ELA, Math, Science -Co-taught with Integration -Live instruction is streamed and/or recorded from the classroom or offsite location (if needed) for all students to access remotely via canvas</p> <p>Monday-Thursday Live Instructional hours 7:40 -1:00 Daily lessons will be available on Canvas</p> <p>Friday (on/off-site) No face-to-face with students -8:00-9:30 Meetings, Canvas PD -9:30-11:30 Office Hours -11:30-3:00 PLC, Teacher Prep</p>

E L E M E N T A R Y E A S T	<p><u>100% Student Capacity</u> Monday-Thursday Students at School -Regular schedule and classes -Blended Learning -Canvas course is aligned with live instruction for remote access if/when needed Friday Students at Home -Remote learning with teacher support and/or availability -PLC, Staff Meetings, PD, Canvas Training -Teacher Prep (2 hour minimum)</p>	<p><u>50% Student Capacity</u> -Focus on ELA, Math, Science -50% attendance 4x/week -Blended Learning Grades 1-5 Monday-Thursday <ul style="list-style-type: none"> ● Quad 1/3 8:30-11:15 (M-TH) ● Quad 2/4 12:45-3:30 (M-TH) ● 50% Kindergarten (see yellow) -Breakfast and lunch TBA - (1) Fifteen Minute Recess Friday No face-to-face meetings with students PLC, Staff Meetings, PD, Teacher Prep, Office hours (TBD by school)</p>	<p><u>25% Student Capacity</u> -Focus on ELA, Math, Science -25% of the students 2 sessions/week -Blended Learning Grades 1-5 Monday-Thursday <ul style="list-style-type: none"> ● Quad 1 8:30-11:15 (Monday & Wednesday) ● Quad 2 12:45-3:30 (Monday & Wednesday) ● Quad 3 8:30-11:15 (Tuesday & Thursday) ● Quad 4 12:45-3:30(Tuesday & Thursday) Kindergarten 50% of the students 2 sessions/week Morning Session <ul style="list-style-type: none"> ● 1/3 8:30-11:15 Monday & Wednesday 50% of morning students ● 2/4 8:30-11:15 Tuesday & Thursday 50% of morning students Afternoon Session <ul style="list-style-type: none"> ● 1/3 12:45-3:30 Monday & Wednesday 50% of afternoon students ● 2/4 12:45-3:30 Tuesday & Thursday 50% of Afternoon students -Breakfast and lunch TBA - (1) Fifteen-minute recess</p>	<p><u>Remote/Home Learning</u> -Focus on ELA, Math, Science -Live instruction is streamed and/or recorded from the classroom or offsite location (if needed) for all students to access remotely via canvas Monday-Thursday Live Instructional hours 9:00-2:00 Daily lessons will be available on Canvas Friday (on/off-site) PLC, Staff Meetings, PD, Teacher Prep, Office hours (TBD by school)</p>
E L E M E N T A R Y W E S T	<p><u>100% Student Capacity</u> Monday-Thursday Students at School -Regular schedule and classes -Blended Learning -Canvas course is aligned with live instruction for remote access if/when needed Friday Students at Home -Remote learning with teacher support and/or availability -PLC, Staff Meetings, PD, Canvas Training -Teacher Prep (2 hour min)</p>	<p><u>50% Student Capacity</u> Eagleview Elementary 50% of Students 4x/week -Blended Learning Monday-Thursday <ul style="list-style-type: none"> ● Quad 1 7:40 - 10:40 Monday-Thursday ● Quad 2 11:20 - 2:20 Monday-Thursday <ul style="list-style-type: none"> ○ Kindergarten--50% of the students <ul style="list-style-type: none"> ■ Quad 1 7:40 - 10:40 Monday-Thursday ■ Quad 2 11:20 - 2:20 Monday-Thursday Lapoint Elementary 50% of Students 4x/week Monday-Thursday <ul style="list-style-type: none"> ● Quad 1 8:30-11:15 Monday - Thursday ● Quad 2 12:45-3:30 Monday - Thursday <ul style="list-style-type: none"> ○ Kindergarten 50% of the students 4x/week <ul style="list-style-type: none"> ■ Quad 1 8:30-11:15 Monday-Thursday ■ Quad 2 12:45-3:30 Monday-Thursday -Breakfast and lunch TBA - (1) Fifteen-minute recess</p>		<p><u>Remote/Home Learning</u> -Focus on ELA, Math, Science -Live instruction is streamed and/or recorded from the classroom or offsite location (if needed) for all students to access remotely via canvas Monday-Thursday Instructional hours 9:00-2:00 Friday (on/off-site) PLC, Staff Meetings, PD, Teacher Prep, Office hours (TBD by school)</p>

**USD Elementary Instructional Tights
(When < 100% Capacity)**

At School:

- 75 min- ELA (Reading, Writing, Language, PA, Phonics, Vocabulary)
- 45 min- Math

At home Daily Monday-Thursday:

- 15-20 minutes - Lexia
- 15-20 minutes - iReady Math
- 20 minutes independent reading

Weekly at home (4th & 5th Grade)

- 30 minutes - Science Canvas

At home on days students don't go to the building

- 20 minutes -Math Canvas
- 20 minutes-Other ELA (Phonics, language, reading) Canvas

Friday

No face-to-face meetings with students

PLC, Staff Meetings, PD, Teacher Prep, Office hours (TBD by school)

**USD Middle School Instructional Tights
(When < 100% Capacity)**

At School (50% or 25% capacity):

- 50 minutes- ELA (Reading, Writing, Language, PA, Phonics, Vocabulary)
- 50 minutes- Math
- 50 minutes-Science
- 50 minutes-Intervention or Extension Activities based on Student Need and Demonstration of Proficiency

At home When Student Aren't in Building Monday-Thursday

(50% or 25% capacity) :

- 20-30 minutes - Lexia
- 20-30 minutes - iReady Math
- 20-30 minutes Science on Canvas

Friday:

- 30 minutes - Lexia
- 30 minutes - iReady Math

Friday

No face-to-face meetings with students

PLC, Staff Meetings, PD, Teacher Prep, Office hours (TBD by school)

Preschool Plan

Central
Cove
Preschool

100% Student Capacity

Regular schedule and classes
High risk students will be checked and monitored frequently. Students exhibiting symptoms will be held in the quarantine room for pick up. Child Find will resume a normal schedule with health guidelines in place. Parent meetings can be held virtually.

50% Student Capacity

All students will access the classroom 2-4 days per week for half of their regularly scheduled session
Skill work and other activities will be sent home with the child for second-half of session and/or provided on-line through Canvas. Safety guidelines will be followed
High-risk students will stay at home and receive services through Canvas and online
Child find services will resume with only one child/parent team per testing specialist
All parent meetings held virtually
Parents will drop-off/pick-up students; bussing only for those that may not have access to preschool otherwise (estimate 10 or less students).

3 Year Olds

Monday & Wednesday

- Group A 10:00-10:40
- Group B 10:45-11:25
- Group C 12:00-12:40
- Group D 12:45-1:30

Tuesday & Thursday

- Group E 8:30-9:10
- Group F 9:15-9:55
- Group G 10:00-10:40
- Group H 10:45-11:25
- Group I 12:00-12:40
- Group j 12:45-1:30

Wednesday & Friday

- Group k 8:30-9:10
- Group L 9:15-9:55

4 Year Olds

Monday

- Partial Group C 11:15 -12:15
- Partial Group D 12:30-1:30

Tuesday, Wednesday, Thursday

- Group A 8:30-9:30
- Group B 9:45-10:45
- Group C 11:15-12:15
- Group D 12:30-1:30

Friday

- Partial Group A 8:30-9:30
- Partial Group B 9:45-10:45

25% Student Capacity

- Most students will receive schooling at home through canvas and online classroom during regularly scheduled session time.
- High-need students will attend one-on-one during regularly scheduled session; health guidelines in place
- Building capacity limited to 30
- Classroom outside door access will be utilized for drop off/pick up.
- Inside classroom door will remain closed while student/parent team are in the classroom.
- Health Screener and temp taken before student/parent enters the building.
- Students exhibiting symptoms will be sent home.
- Parents contacted at minimum one time per week for questions and concerns.
- Limited Child Find services during this time.
- All parent meetings held virtually.
- Parent drop off/pick up only. No bussing.

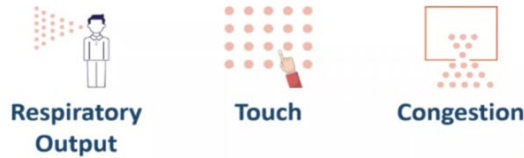
Remote/Home Learning

- All students/staff at home.
- All students will receive services at home during regularly scheduled session time.
- Students will receive schooling at home through Canvas and online classroom platform during regularly scheduled session time.
- Parents contacted at minimum one time per week for questions/concerns.
- No Child Find services during this time.
- All parent meetings held virtually.

Mitigating Risk Protocol

By understanding what the virus is doing and how the virus is doing it, we can better understand what we can do to slow the spread.

7 Characteristics of a Situation



Utah State Board of Education



Descriptor		
Movement How do people move around in the space?	Directed <i>Movement is restrained or highly controlled, people are confined to a specific area, little intermingling.</i>	Undirected <i>Movement is unrestrained or uncontrolled, people can wander in the space, frequent intermingling.</i>
Duration How long are people in the space?	Less than 15 minutes	More than 15 minutes
Proximity How close together are people in this space?	More than 6 feet <i>It is possible, either naturally or with minimal interventions, to maintain a 6-foot distance.</i>	Less than 6 feet <i>It is not possible to maintain a 6-foot distance; the activity cannot be done if the distance is maintained.</i>
Group Size How many people are in the space?	Less than recommended limit <i>A small group of people, mostly part of the same social circle.</i>	More than recommended limit <i>A large group of people from different households and social circles.</i>
Respiratory Output How are people breathing in the space?	Normal <i>People are breathing normally, low respiratory output.</i>	Increased <i>People are breathing heavily, from exercising, laughing, cheering, singing, etc</i>
Touch How do people engage with objects or fixtures in the space?	Low <i>People do not interact much with each other or with objects in the space.</i>	High <i>People frequently interact with each other or touch objects in the space.</i>
Congestion Are there points of high congestion?	Low <i>The design of the space and activity do not result in congregations of people (e.g. entry points, lines,</i>	High <i>Because of the design of the space or the nature of the activity, people must gather closely together at times.</i>

	security, etc.)	
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UMS TSSA Proposal

2020-2021

Goal 1	Uintah Middle School will reduce the number of non-proficient at-risk students by 10% in all core content areas as measured by RISE testing from Spring 2019 to Spring 2021.		
Target Areas	ELA, Math		
Measurements	Students' progress will be measured by RISE assessment from Spring 2019 to Spring 2021.		
Action Steps	<p>A. Pay for teacher prep periods which will give extra support and will allow for more targeted interventions in mathematics and ELA.</p> <p>B. Provide 70% salary for a Socio-Emotional Learning Support Aide to target the needs of our at-risk students who need positive behavior intervention in order to optimize academic learning.</p> <p>C. Implement lesson studies wherein content teachers collectively develop a lesson based on what the team has decided is the greatest need. Hire substitutes to cover classes so that teachers may observe one team member give the prepared lesson and then debrief about previously determined data. Use lesson studies to drive tier-1 instructional improvement.</p> <p>D. Provide stipend to teachers who use prep periods to cover classes unfilled and/or canceled by substitutes.</p> <p>E. Use reading software for the school-wide reading program (Lexia) to improve grade-level reading and to reduce the number of below grade level readers by 10%</p> <p>F. Encourage good behavior and implementation of school vision through intrinsic reinforcement that includes the five types of rewards: social, escape, activities, tangible, and sensory.</p> <p>G. Money to be used toward travel, fees, registration and other expenses required as a necessity of travel and/or attendance of professional development.</p>		
Expenditures	Teacher prep periods		\$ 29,201
	Socio-Emotional Learning Support Aide		\$ 41,252
	Substitute Pay/Covering Prep		\$ 8,685
	Behavior Program Rewards		\$ 1,500
	E-text Curriculum and Assessment		\$ 2,000
	Staff Travel & PerDiem		\$ 4,227
		Total	\$86,866
Increased Distribution	The 2020-2021 distribution in this plan is an estimate. If the actual distribution is more than the estimate, additional funds may be used toward the purchase of electronic notebooks for classrooms, educational software, professional development, prep period/stipend pay, and data tracking and analysis supports.		

UMS Trustland Proposal

2020-2021

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.										
Action Steps	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>										
Expenditures	<p>Salary and Employee Benefits (100 and 200)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">70% of salary and benefits full-time math intervention specialist</td> <td style="text-align: right;">\$42,000</td> </tr> <tr> <td>30% of salary and benefits for full-time instructional coach</td> <td style="text-align: right;">\$27,000</td> </tr> <tr> <td>Teacher prep periods</td> <td style="text-align: right;">\$20,000</td> </tr> <tr> <td>Teacher stipends</td> <td style="text-align: right;">\$15,000</td> </tr> <tr> <td></td> <td style="text-align: right;">Cost: \$104,000</td> </tr> </table> <p>Transportation/Admission/Per Diem (510, 530, 580)</p> <p>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</p> <p style="text-align: right;">Total: \$110,000</p>	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
70% of salary and benefits full-time math intervention specialist	\$42,000										
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Teacher prep periods	\$20,000										
Teacher stipends	\$15,000										
	Cost: \$104,000										
Increased Distribution	The 2020-2021 distribution in this plan is an estimate. If the actual distribution is more than the estimate, additional funds may be used toward the purchase of electronic notebooks for classrooms, educational software, professional development, and prep period/stipend pay.										