

School Board Report October 2021

Old Town Elementary School UNITED IN KINDNESS

Inservice Day Success at OTES

The opportunity to take a day to catch up and work together as a professional team was greatly appreciated by the entire staff at OTES. Various activities were developed to support the professional growth and challenges we face here at OTES. As a school, we also took the time to celebrate our accomplishments with a successful school start, but we also recognized the need to rejuvenate the spirit. Several Wellness Activities were incorporated throughout the day to keep us healthy, happy, and focused on our own mental wellness. The activities included; an **art session** with Pam Dunphy, **Yoga classes** with Melon Lane and Bri Lolar, **Walking on the Bike Path or Bus Loop**, and **Volleyball in the Gym**. Each staff member was asked to sign up for one of those sessions offered to help build team spirit and wellness awareness. Each of the sessions was no more than a half-hour, but from the feedback, the opportunity continues to pay off in overall physical and mental health for our staff.

Other professional activities developed for the Inservice Day:

- Special Education Casemanagers met with the **PE staff** to review a presentation developed for our Ed Techs and how those staff members can best support special needs students in the PE setting.
- The **Music Staff** worked to coordinate lessons and expectations between all three elementary schools.
- The **Library Staff** worked to create a newsletter for families, started to sketch out the literacy plan for the school and how the library can help with the plan, recorded read-aloud for staff to use on their platforms for remote learning or in-person learning
- The **ART Staff** worked on updating the Unit of Study for 2021-2022 and updated the Rubicon Atlas platform.
- The **Literacy Coach**: Helping a new first-grade teacher go through the guided reading books and plan for upcoming lessons, working on Writer's Workshop presentation for coaching sessions coming up, meeting with a teacher from another elementary school to develop a coaching session.
- **Chapter 104 Staff** worked on analyzing NWEA data, planning the annual musical for student performance, a tutorial on 3D Printing, meeting with the 5th grade ELA teachers to discuss a poetry unit of study, and publishing to the Young American Poetry Digest.
- **Special Education Teams**: Each case manager developed a variety of activities to support the development of their Ed Techs:

Reviewing students individual plans

Training on using the PECS communication system with students

Training on keeping data, following behavior plans, lesson plans, and communication between home and school.

Training on how to modify assignments for students in the regular education setting.

Training on documenting progress for learners in the special education setting.

- **Pre K:** Focused on Foundations, Updating Ready to Go Bags for remote learning
- **Kindergarten:** Revisited/Discussed Sept and Oct Mini lessons in Literacy, Updating Service Learning Focus, Discussion of Heggerty Program (supplemental materials for phonemic awareness)
- **1st Grade:** Reviewed Remote Learning Plans, Updating SeeSaw activities, checking in about Foundations assessments, and continuing to develop long-range plans for November and December.
- **2nd Grade:** Reviewed Remote Learning Plans, checked in on Foundations lessons, and created a service-learning plan for the 2nd-grade focus this year.
- **3rd Grade:** Reviewed Remote Learning Plans, Foundations planning (new program from third grade) and preparation for the remainder of the trimester, and preparing for their coaching visit from Foundations.
- **4th Grade:** Reviewed NWEA data and discussed interventions, reviewed Remote Learning Plans, developed communication plans for parent conferences.
- **5th Grade:** Worked with Chapter 104 to develop Poetry Unit and more ideas centered on publication, reviewed Remote Learning Plans and worked with Remote Learning Teachers to better coordinate between home and school, reviewed Mini-Lesson in Literacy.

This sketch probably only gives a fraction of what was accomplished this day, but it sure was great having a day to focus on needed projects and professional activities.



Practicing our safety drills

We try to practice our safety drills with our students so if we have an emergency, we are prepared and ready to go. There is nothing so impressive as over 500 students and staff exiting a building in an orderly fashion.



D.O.G.S. at OTES

Next DOGS meeting October 21st at 7 pm at OTO.



Library is more than just books

To start the year in the library, every student illustrated a version of themselves to be included on this bulletin board. Then, Mrs. Reesman hid herself in amongst all the kids. Students have loved looking for themselves on the board and some of their friends.

COVID Related Scenario

We were asked to provide to the school board a scenario of one example of contact tracing at our school and the impact on students/families:

We had a situation a few weeks ago with direct exposure to COVID 19 in one of our classrooms. This student became symptomatic at school and tested positive when given a rapid test by our school nurse. This positive was later confirmed by an additional outside test.

In this scenario, we had multiple schools impacted by this one situation. So coordinating with the other schools was one of our first steps. We made a determination on exposure dates and developed a plan based on where this student was over the past two days. Next, we had to take a look at the general classroom contacts and determine their impact. Gathering classroom composites, schedules, transportation information, seating arrangements in all classes over two days, and after-school care are the first steps in this process of contact tracing. We make a list of the students, all staff members having contact with the positive case, and start to eliminate students/staff from quarantine status based on the following criteria:

- Mask mandate in place
- Seating chart and distance from the positive case
- Time spent with positive case (15 minutes or more, or any direct contact)
- Participation in the Pooled Testing
- Vaccinated staff members
- COVID positive within 90 days

Once we have determined our list of students and/or staff that would need to quarantine from the above list, we start to pull students (and staff) and isolate them from the general population and start making phone calls to families needing to come to pick their children up

From this scenario, we had **over 35 people impacted** by this one situation, but only **5 people needed to quarantine from school**. Some students did remain in school, but needed to quarantine from community activities.

Having a response team in place is critical to this process and we believe we have a good team ready to go. In most of our cases the following roles have been developed:

Jeanna Tuell and Maggie Mitchell develop the response protocol sheet to guide the process to identify students and staff impacted, schedules involved, and determining close contacts in our school. This list helps to generate the next steps.

CeCe Costello guides the entire process and helps to determine dates, testing, and information to share with students' families.

Deb Letourneau creates the spreadsheet that needs to be uploaded to the CDC with all the information about the exposure case and sends it to CeCe to review and upload to CDC.

Betsy Clark makes phone calls to the impacted families with a script to follow about the exposure dates, follow-up testing, and quarantine protocols.

Jeanna Tuell and Maggie Mitchell create follow-up emails to families and other members of the school department that need to be informed. The first email is to **inform families in a classroom of a positive case**, but their **child has not been identified as a close contact**. The second email is to **families of a positive case and their child has been identified as close contact and the procedures for quarantining**. We also inform the Superintendent, Director of Special Education, involved teachers here at OTES, Remote Learning Teachers (if needed), and the Bus Company (if needed).

Enrollment at OTES

Pre-K: 24 Students

Kindergarten: 64 students

1st Grade: 63 students

2nd Grade: 67students

3rd Grade: 63 students

4th Grade: 77 students

5th Grade: 80 students

Total: 438





Old Town Elementary School


 Facebook

Our school is located near the University of Maine. We have a PREK-5 program with 600 students. The students at OTES have an enriched environment with academics, social interactions, and many alternative activities to support their developmental growth. We are very lucky to have a wonderful parent organization that supports enrichment activities and provides many exciting experiences for our students.

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